



**Remote
Education
Provision:
Information for
Parents**

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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. This includes full national lockdowns.

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?

Pupils at LMS have instant access to their **Google Classroom** from the first day of any cohort/bubble closure. If there is any slight delay, all children have access to:

- TT Rockstars
- Doodle Maths
- Purple Mash

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?

At LMS, we teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects. For example, PE may be taught in short bursts/challenges, some tasks in subjects other than English or Maths may take the form of quizzes or other types of learning. Some subjects may also not be fully taught with their practical elements such as science, music, art, DT etc.

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	Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
Key Stage 2	Key Stage 2: 4 hours a day on average across the cohort
Please note. This is what the school endeavours to provide, but it understands some parents may not be able to access this all the time due to individual circumstances.	

Accessing remote education

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

Our main digital learning platform is Google Classroom; children in all year groups have their own individual login and password. This allows them to access the full curriculum of each year group. In EYFS, parents and children will also have access to Tapestry alongside Google classroom. At LMS, we also utilize Doodle, TT Rockstars, Purple Mash and other online models.

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:

Loan Devices

- We will issue all available school devices to those who need them. They will initially be given to vulnerable children and then prioritised to parents who have indicated (either through the original Google form or through subsequent contact) based on individual requests/circumstances. As a school we have 17 Chromebooks to loan but are currently working with an external provider to upgrade older, donated laptops so children can access Google Classroom
- If parents/pupils wish to access any printed materials needed if they do not have online access, these can be requested directly from the class teacher, or through emergency@longmeadow.milton-keynes.sch.uk.
- Pupils can submit work to their teachers if they do not have online access by completing the paper-based learning and returning it back to school.

How will my child be taught remotely?

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

- Live teaching (online lessons). These will always be recorded and posted following the lesson to be accessed at any time.
- Recorded teaching (recordings made by teachers); these may be more complex lessons which require visualisers and other technology.
- If requested by parents, we may be able to provide printed paper packs produced by teachers (e.g. workbooks, worksheets).
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- Long-term project work.

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?

As a school, we will provide a wide range of learning each day. We may use a timetable to support children with routines and timings. However, LMS understands that every parent and home is different and has differing circumstances that helps/hinders accessing and completing learning. Parents must decide what is the best process for their children and them. We do however expect parents to raise concerns about accessing and completing learning with the class teacher/the school as soon as possible so we can support the family in any way needed. At LMS, we expect all children to engage as fully as possible. This includes logging into Google Classroom, completing and handing in learning (in whichever form) and participating in social 'Meets' and activities set by their teacher.

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

Each week, class teachers will contact the Senior Leadership Team with how, and how often, pupils have engaged with remote education. This will allow them to contact those children who are not accessing learning at all, or only now and then, to offer support to the child and family.

Where the school does not receive any electronic contact, they may phone the parent directly to offer this support. If the school is not able to contact parents in any form, they may make a welfare check to the home address to ensure the safety of children.

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:

- Individual comments on work through Google Classroom
- The use of Mote to send a recorded message individually to the child through Google Classroom.
- All learning, as a minimum, will be acknowledged in some way by the class teacher

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:

The class teacher, in conjunction with the SENCO, will work with families to deliver remote education for pupils with SEND. This may take the form of individualized learning, learning designed to support key targets for the child, or access to various sites/resources to support the individual needs.

All children with an EHCP have been offered a place in our critical worker/vulnerable child groups.

We work with families to deliver remote education for younger pupils, for example those in Reception and Year 1 by ensuring we plan and deliver a mix of academic, social and play opportunities for children, which extend and support them as well as allowing adults to support from home even more so.

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?

Any isolating child will have work set on Google classroom for the period of isolation. The main differences between the approaches set out above and those we will take if individual pupils self-isolating are:

- Learning may not be set as quickly as when a whole class/cohort is shut.
- Feedback may not be as quick (maybe once a day) compared to when a whole class/cohort is shut.
- Access to live lessons/recorded sessions may be more limited.

All of the above are due to the class teacher having a full-time teaching commitment. Please also note that if a child is in isolation due to them having a positive COVID-19 result, work will not be set until the child returns to school.