



Remote Education Information – Leybourne SS Peter and Paul CE Primary Academy

January 2021

Introduction

In the event of an individual pupil or class bubble needing to self-isolate, or a local or national lockdown event leading to the closure of schools, our school is committed to enabling a continuation of learning for **all** our pupils.

Having experienced a partial school closure in the Spring of 2020, we recognise that remote learning is best enabled via the internet. We also recognise that not all families have access to this, and that when parents are also working from home, or have more than one child, they will face the challenge of enabling enough devices for each member of the household who requires the. Where this is the case, we urge families to contact us so that we can support them best by providing support, a data SIM, or provide paper-based learning and work options instead.

Whilst we accept the challenges and limitations of a remote learning provision, compared to daily physical attendance at school, we appreciate the importance of enabling a daily habit of learning for our children and know parents value the school's support in providing regular high quality teaching, explanation, guidance, learning opportunities and feedback.

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.

At Leybourne SS Peter and Paul CEP Academy, Tina Holditch is the senior leader with overarching responsibility for the quality and delivery of remote education.

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 were given Teams logins and shown how to use Teams at the end of Term 2 2020. A timetable for live sessions was also shared with parents at the end of term 2, giving details of the live learning sessions we would offer in the event of a closure.
- In the event of a whole school or bubble closure, we will implement the timetable of daily live lessons that was shared with parents at the end of Term 2 2020.
- From Tuesday 5th January 2021, in the event of a closure, families can expect daily information about learning on the class Teams page.
- In addition to the daily live session, parents and children can expect direct learning activity of approximately 3 hours. This may involve a blended offer of recorded video teaching, set assignments, daily reading and independent work, covering a broad and balanced curriculum.
- Children should submit work via Teams as the preferred method, by email if this is not possible, or by paper to the school in the final instance, in order that feedback can be provided.

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, our PE and Science curriculum all have practical elements and resources which can't necessarily be replicated at home. In these cases, we will make appropriate adjustments with the aim that the learning goal remains as close to those as would be taught in school.
- The curriculum offered to pupils, both in school and learning remotely, is planned and well-sequenced so that knowledge and skills are built incrementally.

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 3 hours each day for pupils in Key Stage 1 and 4 hours each day for KS2:

It should be noted that these figures are an average, across the cohort. We know that this will be difficult to sustain for some families, for example, for our youngest students remote learning will be practical and play based in nature, not just viewing taught lessons on screen. Our youngest children will benefit from short bursts of learning, reading and phonics, whereas our eldest Year 6 children are likely to sustain at least 4 hours of teacher directed activity. In line with Government expectations, this time will be made up of a mix of both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently.

Accessing remote education

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

The main source of information will be the class Teams pages. Pupils have received their individual logins. In the event of a lost or forgotten login, please contact the school office: office@leybourne.kent.sch.uk

The school may point to a variety of websites as part of its remote education programme, including The Oak National Academy [Home - Oak National Academy \(thenational.academy\)](#), [BBC Bitesize](#), [TTRockstars](#), [Purple Mash](#), [ThisisPE](#) and [Oxford Owls](#).

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:

- Should parents or carers need information about how we can support families with lending laptops to pupils, or access to the internet via data, they should contact office@leybourne.kent.sch.uk or call 01732 842008.
- If pupils need any printed materials, parents should email the class teacher or call 01732 842008. Printed work can be provided to families where there is insufficient digital access.
- If pupils do not have online access, completed work can be passed to teachers by dropping off work to the school office. Families should call or email ahead so that work can be submitted safely to the school office.

How will my child be taught remotely?

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

- daily live gatherings and lessons in which pupils receive 30 minutes of input from their teachers and where classes can meet together to go over the learning for the day, to solve problems, answer questions and provide teaching input
- recorded teaching (e.g. video/audio recordings) made by the pupils' teachers
- small group or individual learning workshops where staff help solve pupil questions or misconceptions, based on pupil need
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- some focussed short-term project work and/or internet research activities when applicable and pupils have the necessary skills to complete such tasks
- in addition to the live 30 minute daily session, we expect pupils to engage in 45-60 minutes daily English work (set by the teacher, according to age), 45-60 minutes daily Maths work (set by the teacher, according to age), 1 hour each day on teacher directed activity in another subject (Science, R.E., History, Geography for example), 30 minutes daily independent reading activity and 15 minutes daily maths activity through TTRockstars

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 fully appreciate the pressures that remote education places on families, especially when adults are also working from home. We are keen not to increase the stress felt by parents at an already challenging time and are grateful for the time and support parents give to their children when learning remotely. We will endeavour to upload assignments the evening before work is due to be accessed by the children, in order that parents can prepare for the day ahead. We recognise that it may not always be possible for every child to complete every lesson and activity. We are also mindful of the pressures felt by parents trying to support a number of children in different classes. To this end, our live sessions have been carefully timetabled to avoid clashes in which siblings may all need access to a shared device at the same time. We are also mindful of the data usage required for continued online learning and have limited the length of our live sessions to enable families to download materials and work offline for an increased period of time if this is helpful. We recognise that remote teaching can feel challenging for some children and families and that they can miss the direction of a teacher or teaching assistant.

- We expect all pupils to join the live session each day, unless we have received prior notification that they will be unable to do so.
- We ask that all of our children complete the English, Maths and third assignment each day, in addition to completing 30 minutes daily reading.
- We expect parents will support their children’s learning in the best way they can, given the challenges of home learning and working. We expect parents will provide a place to work, a routine, and point towards the support offered by class teachers.
- It is recognised that very young pupils are likely to have needs which cannot easily be met in some of the ways described above. For such pupils, it is likely that the priority will be progress in early reading.
- We will aim to support parents, carers or other adults at home to continue to support children in their early reading, where appropriate. We will also strive to provide opportunities to practice phonics content, and the videos posted by the class teachers will assist with this. We will also strive to provide guidance for supervising adults to ensure that time is used as productively and developmentally as possible.

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

- Class teachers and teaching assistants will monitor engagement with work and offer timely intervention, advice and support where this is low.
- Where engagement is a concern, members of the senior leadership team will work alongside families and children to identify and address the issues faced. Where necessary, devices, internet access, paper copies or stationery will be provided.
- If there is a concern regarding a child’s mental health or well-being, this will be addressed by Mrs Newington (SEND Manager and Welfare Lead), who will offer support on a weekly basis.

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:

- When pupils submit their work on Teams or to the class email address, they can expect feedback on this from either the class teacher or teaching assistant.
- Feedback will be offered on work submitted every day.
- Some learning activities set may involve an element of self-marking, and parents and pupils are encouraged to comment on areas of strength, difficulty or progress within these tasks.
- Families should note that feedback on each individual piece of work is time consuming for staff and may therefore not be immediate, although it will be on the same day the work is submitted, providing work has been submitted by the given deadline.

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:

- Families with pupils with SEND can expect a high level of teacher/teaching assistant contact from the staff who support the children each day, where these staff are available to provide support.
- Activities will be set at an appropriate level, and in an appropriate quantity and timescale, so as to be achievable. Advice and support will also be made available via the school's SEND Manager, Mrs Vicky Newington via the school office (office@leybourne.kent.sch.uk)
- Children with EHCPs are categorised as "vulnerable" and school can offer a place within the critical worker/vulnerable provision.

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 the whole group. 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?

If a child is self-isolating, and the rest of the class bubble continues learning in school, parents should expect the offer outlined above, using lessons and resources taught in school. However, staff will be mainly engaged with the teaching of children in school and may only be able to provide feedback at the end of the school day.

How do I contact my child's teacher?

Teachers and teaching assistants will be available via the class email address to support parents with questions about their child's learning and work during the standard school day (8:45am-3:15pm): yearr@leybourne.kent.sch.uk year1@leybourne.kent.sch.uk
year2@leybourne.kent.sch.uk year3@leybourne.kent.sch.uk
year4@leybourne.kent.sch.uk year5@leybourne.kent.sch.uk
year6@leybourne.kent.sch.uk

Children are able to contact their teachers and teaching assistants via the Teams messaging facility, in order to raise questions about their lessons or work and to seek clarification if required. Teachers, teaching assistants and the Headteacher monitor this facility throughout the course of the school day.