

Remote education provision: information for parents



Robert Le Kyng Primary School

This information is intended to provide clarity and transparency to pupils and parents 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.

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. At Robert Le Kyng we believe it is essential that our pupils continue to receive a balanced, well planned and varied curriculum. However, we have needed to make some adaptations in some subjects. For example, some units in certain subjects will be delivered via The Oak National Academy. History and Geography topic subjects will continue to be taught in the order they would have been at school using a variety of resources, and all subjects will continue to be planned and taught so as to progressively and sequentially build understanding.

We expect and encourage our pupils to continue practising their key skills regularly. The expectation remains that children will read aloud to an adult and practise their spellings and times tables every day.

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	A variety of learning and play-based activities throughout the day, interspersed with regular breaks.
Key Stage 1	Up to 3 hours, interspersed with regular breaks.
Key Stage 2	4 hours, interspersed with regular breaks.

Accessing remote education

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

All remote learning will be uploaded each Monday on to Purple Mash. Each week a remote learning cover page and suggested timetable will be uploaded as well as relevant worksheets, documents and Purple Mash programs. Where lessons are delivered through Oak Academy or White Rose Maths the relevant website links will be provided on each week's cover page. Additional taught content will be filmed and published on the Robert Le Kyng Remote Learning YouTube channel and the relevant links will be published on Purple Mash.

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:

Laptops and internet browsers/ipads are available to loan to children who would not be able to access remote learning otherwise. Children who are eligible for this support have been identified through welfare calls home or parents directly contacting the school. If parents feel that their child is unable to access any remote learning from home please contact the school office on 01793 523119 or via m.fisher@robertlekyng.swindon.sch.uk.

Where required, we have a limited supply of 3G dongles that can be used to access the internet at home.

All pupils will be given the option of requesting pre-printed learning materials for the week, regardless of their ability to access the internet at home. This, for instance, may be appropriate where parents do not own a printer or scanner at home. Printed copies of home learning can be collected directly from the school office from 10am each Monday. If pupils are completing their work on paper and cannot upload this onto Purple Mash, completed work can be submitted to teachers via the school office.

How will my child be taught remotely?

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

We recognise that our families' personal circumstances are varied and our remote learning offer reflects the flexibility needed to cater effectively to our school community. Learning for the week is organised into a suggested timetable that closely mirrors a normal school day. This also allows us to be confident that we are providing a full and rigorous remote learning curriculum. Most lessons will use pre-recorded taught content so that families can access them when they need to, and so that remote learning can fit around home and work routines. A typical week of learning will include:

- 5 lessons per week of Maths. We use White Rose Maths lesson videos and worksheets consistently across the school.

- 5 lessons per week of English. This may be delivered through Oak National Academy or lessons pre-recorded by class teachers.

- 5 foundation subject lessons per week. These may be delivered through Oak National Academy, lessons pre-recorded by class teachers or other educational sites, such as BBC Bitesize/BBC Learning Zone.

- Daily spelling and times table practise. All spelling practise and accompanying worksheets will be available to download via Purple Mash. All children have a personal Times Tables Rockstars login that we expect and encourage them to use daily.

- We continue to expect children to read, for an appropriate amount of time, at least five times a week to an adult.

All accompanying worksheets and resources will be easily accessible on Purple Mash.

As a school we are also keenly aware of the importance of our pupils being able to regularly connect with their teachers and peers. Each week we will deliver:

- A pre-recorded whole-school assembly.

- A live online year group assembly. These will be held at the same time each week and will follow our 'Zoom Assembly Rules' and safeguarding procedures.

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 be accessing remote learning daily, like they would if they were in school. Whilst our published weekly timetables are a suggested timetable, we strongly encourage our parents to ensure that their children are engaging with their learning for an amount of time consistent with our daily learning hours' guidelines.

We fully understand that many of our parents will be managing remote learning with their own work and teachers have carefully considered learning tasks and the amount of parental support needed for learning to be accessed effectively. Our teachers understand deeply the collective and individual needs of their class and learning will be pitched at an appropriately challenging level. We encourage parents to support children in establishing good learning routines and offering support when it is required, but we do not expect parents to have to support their children through all of their remote learning.

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

Teachers will be monitoring the engagement of their pupils on a daily basis. The completed learning tasks that teachers expect to be submitted on to Purple Mash will be clearly labelled and uploaded work stored in folders on Purple Mash. Teachers will regularly check the log-in records of their class to ensure that their class are engaging with and able to access their remote learning.

Teachers will telephone pupils and parents to ensure that they are able to access remote learning and to talk through any difficulties or concerns.

In instances where teachers have identified children who do not seem to be engaging regularly with remote learning, additional telephone calls will be made home to:

- Discuss any issues or barriers to children accessing remote learning;
- Discuss and negotiate support plans or alternative arrangements to ensure barriers to learning are overcome.

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:

Teachers will be giving feedback on remote learning daily. Completed learning tasks that we have asked to be uploaded on to Purple Mash will be given written feedback within 24 hours. Each class have a weekly Purple Mash class blog that is monitored regularly throughout the day. Pupils can upload additional remote learning tasks they have completed so that feedback can be given by both their teacher and their peers. Pupils can also use this blog to ask questions about their learning or ask for support. Class teachers will respond in writing or with videos either giving feedback or addressing difficulties with a particular area of learning.

Additionally, each week part of the live Zoom year group assembly will be set aside for children to ask questions and receive feedback. It will also be an opportunity for teachers to address issues with learning and possible misconceptions.

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:

Any children that we have identified as having an additional need, or where we believe they would be best served being in school, have been offered a place in our critical worker and vulnerable provision. Our teachers understand the learning needs of all their children, and where children have additional learning needs, this will be reflected in the learning planned and resourced for them. Children with substantial additional needs that cannot physically be in school are offered an individualised remote learning offer. This may include home delivery of learning resources, individualised planning, or one-to-one live sessions. For some children with significant learning or physical needs the school liaises closely with outside and professional agencies to ensure our children's needs are being met. Children with additional needs have increased welfare checks with the members of staff involved in their learning.

Learning in EYFS and Year 1 will reflect the developmental and educational needs of the children. Phonics, topic, English, maths and physical activities are provided daily in EYFS but it is made clear that these are open-ended and practical in nature. Where possible, excessive amounts of screen time is avoided to ensure children remain engaged. Parents are encouraged to send photographs as evidence of the learning tasks being completed. Our EYFS lead works closely with parents to ensure their children's developmental needs are effectively met.

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?

In the event of a single child being asked to isolate or quarantine, enough learning will be sent home to last 2 weeks. Teachers will monitor, assess and provide feedback on tasks completed via Purple Mash and will call home if there is no contact to check on wellbeing and discuss any barriers to learning. Where possible, learning and tasks will mirror what is being taught in school. Maths learning will continue to be provided through White Rose Maths resources and English through the Oak National Academy.