

Ladysmith  Federation

Ladysmith Federation

Remote Education
Information for Parents

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 at Ladysmith Federation.

Guiding Principles - The remote curriculum:

We will endeavour to provide remote education that:

- is linked to our existing curriculum map and expectations as closely as possible and therefore teaches a planned and well-sequenced curriculum so that knowledge and skills are built incrementally
- sets meaningful and ambitious work for every day
- is based on high-quality online and offline resources, including teaching videos
- is a programme of work, some of which will be independent and not teacher led, that is of equivalent length to the timings set out below, ideally including some daily contact with their teacher. Teachers will not be online for the whole of the teaching day.
- provides a format that will be consistently used within the Key Stages which allows for interaction, assessment and feedback
- pupils are practised at using the platforms through delivering some in school lessons via the platform

We will provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.

We recognise that some pupils with SEND may not be able to access remote education without adult support, and so we will work with families to deliver a broad and ambitious curriculum that meets the needs of all children.

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:

3 hours a day on average across the cohort, with less for younger children

Key Stage 2:

Equivalent of 4 hours a day

Accessing remote education

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

Over the Federation, we have a range of tools to deliver remote learning to the children at home, depending upon their Key Stage. We feel that these platforms all offer something different that is appropriate and accessible for children in the different age ranges. The following platforms will be used for remote education across the Federation:

Reception: Tapestry

Key Stage 1: Seesaw

Key Stage 2: Google Classrooms

Other links and resources will be used but work will be accessed through the above platforms.

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

Laptops or similar devices will be lent to pupils where possible (dependent upon availability). Please contact:

Infant school: Fran Collinge fcollinge@ladysmithfederation.net

Junior school: Lauren Deer ldeer@ladysmithfederation.net

if you would like to enquire about this provision.

Printed Materials

If you do not have online access and require printed materials, please contact your child's class teacher or:

Infant School: Dave Broad dbroad@ladysmithfederation.net

Junior School: Neil Williams nwilliams@ladysmithfederation.net

Submitting work if no online access

If you do not have online access, any completed work should be dropped off at the relevant school office. Please ensure that this is named so that it can be forwarded to the correct class teacher.

How will my child be taught remotely?

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

Reception: Tapestry

In reception we have been using Tapestry as a learning tool and a means of communication between teachers and parents for some time. If you have a child in one of these year groups you should hopefully already be up and running with using Tapestry and be familiar with how to use it.

As well as activities and recorded lessons, children will receive daily phonics lessons / activities and a daily story, read, where possible by their class teacher.

Key Stage 1: Seesaw

In KS1, (Year 1 & 2) we are continuing to use the Seesaw home learning portal to support children while the school is closed. It can be used as an exciting way to keep the children's learning going and to keep children in touch with their teachers. Seesaw allows us to use various ways of communicating learning with the children, including audio recordings, videos, pictures, PowerPoint presentations, e books and much more. There is also a drawing package where we can present work screens which children can work directly onto and then send them back to teachers. Children can also record messages, upload videos and photographs and write notes directly to their teachers.

There are going to be at least three 'learning drops' a week on a Monday, Wednesday and Friday morning. This staggered approach allows children time to respond to the activities and submit them back to their teachers. As everything is online, it means that you do not need a printer as there will be no need to print anything off. Each 'learning drop' has been designed to cover a range of developmental skills, whilst securing some of the 'must know' knowledge, so that the foundations for the children's learning continue to be established.

Alongside activities and recorded lessons, children will receive daily phonics lessons / activities and a daily story, read, where possible by their class teacher.

Key Stage 2: Google Classroom

Children will be registered online at 9:00am.

There will then be a series of live teaches on Google meet, followed by time from children to complete work set. Children may post comments or questions to the stream which the teacher can then answer. Children will be asked to submit work or work may be marked during a live teach.

In the event of remote education being needed for a sustained period, a timetable will be issued by each year group.

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?

Reception:

Through tapestry, the children's teachers are offering activities which adults can complete with their child. There may be some activities they can take part in independently for short periods of time but due to the age of the children, they will require supervision and will benefit from parental engagement in tasks set.

We expect children to engage in activities regularly and teachers and support staff will be in touch to offer support if they notice that a child is not engaging regularly.

Key Stage 1:

Activities will be set at least 3 times weekly with a 'drop' on Monday, Wednesday and Friday. This will provide enough work for the children to access daily and they are expected to engage daily with these tasks alongside bug club and doodle maths.

Children should be able to access some activities independently, depending on the task and on how confident your child is to work independently. Children may require some adult help with recording or sending work to their teacher.

Key Stage 2:

Pupils are expected to engage with remote learning on a daily basis. Where possible, they should attend all three daily live teaches. Where this is not possible due to sharing devices at specific times, they will be expected to complete and submit the work set.

Parents should facilitate this where possible and should contact school if they feel that this is inappropriate for their child or they are having problems.

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

Teachers and school staff will be checking pupil engagement on a daily basis by monitoring their interaction on the online platforms used or work sent in to school. If there is concern about the level of engagement, parents will be contacted by phone by a member of school staff.

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:

Reception:

Children are invited to share what they have been doing at home using their tapestry account. Teachers will view this and respond using a mixture of written (for adults at home to read) audio messages and / or video messages back to the child about the work. Children will receive feedback regularly with more in-depth feedback twice weekly with next steps or to address a misconception.

Key Stage 1

Through Seesaw, children are expected to complete activities and send their work back to their teacher who will then approve and will often 'like' their work. This work will then appear on your child's journal.

Teachers will provide feedback either orally via voice recordings or through written feedback with guidance to address misconceptions or suggestions to further your child's learning.

Key Stage 2

Pupils will receive regular feedback on their English written work, which could be voice recorded, typed individually or whole class feedback. Teachers will also give oral feedback throughout the week during live teaches where needed.

Maths work will be marked either as a class, before 'turning in' their work (via Google Slides or Jamboard), or marked by the class teacher post lesson. This may not be every day. Teachers can then monitor the children's progress against the unit of work. Teachers may also use quizzes at the end of the unit to assess general understanding of a concept. Like English work, teachers will be providing feedback through their live teaches where relevant.

Teachers may utilize the chat function during google meets for immediate assessment of children's understanding. Teachers may then choose to keep those children on Googlemeet for longer to support.

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:

- In some cases, different work will be set depending upon the needs of individual pupils.
- Where possible, individual or small group sessions will be run remotely.

If you feel that your child needs further support or is struggling to access the work set, please contact the class teacher.