Leopold Primary School

Remote Learning Information for Parents and Carers

January 2021

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 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.

How will my child access remote learning?

From day one, work will be uploaded onto the learning platform, Seesaw, for your child to complete. In addition, if the whole class is self-isolating or in the event of a local lockdown, live teaching sessions will take place for the core subjects: English and mathematics. EYFS pupils will also access activities on Tapestry. Your child is expected to log onto Seesaw and Microsoft Teams daily. The purpose of Microsoft Teams calls will be:

- to have face to face contact with the class

- to allow teachers to deliver high quality learning

- to check in to see how learning is going daily

- to show and share learning with the class and celebrate achievements during the week

A timetable will be shared with the pupils.

Will my child be taught broadly the same curriculum as they would if they were in school?

Leopold Primary School will continue to provide a broad and balanced curriculum for pupils who are learning remotely. Lessons will be produced in line with the National Curriculum, Early Years Framework and the school's curriculum overview. These can be viewed on the school website.

The school will provide Microsoft Teams live lessons in English and mathematics daily. In addition, there will be lessons in the foundation subjects spread throughout the week. This includes PE, Science, history, geography, computing, Spanish, art and design. These subjects will be supported by rich resources such as: Oak National Academy, Purple mash and BBC Bitesize.

Teachers will also post activities related to well-being and PSHE (personal, social, health education).

At Leopold Primary School we will host a class assembly so that pupils can hear messages and stories and keep in touch with each other.

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	Up to 3 hours a day
Key Stage 1	3 hours a day
Key Stage 2	4 hours a day

Please be aware that these are indicative times. Some children will complete the tasks quickly and some will need a bit longer. We do not recommend pupils sitting at a screen for any longer than the times indicated above. If you child is struggling to complete tasks, please do get in touch with the class teacher for help.

Accessing remote education

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

Pupils will access online remote education learning through:

Microsoft Teams

https://www.microsoft.com/en-gb/microsoft-teams/group-chat-software

Seesaw

https://web.seesaw.me/

EYFS Tapestry

https://eyfs.info/

An overview of other resources to support your child's remote education can be found here:

https://www.leopoldprimary.co.uk/pupils/remote-learning

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: The DfE have provided a number of laptops and Chromebooks that we can lend to pupils in KS2 who meet particular criteria.

In addition, we have loaned iPads to pupils who meet the criteria.

For pupils with no access, we will provide paper packs books which can be collected from school. Again, do contact the school if you feel that your child's needs would be better met this way.

Parents and carers will be provided with information regarding accessing additional data and internet access as and when the information is released.

Once available, school will provide Vodafone hot spot SIMs, with 3 months free access, for families who require them.

How will my child be taught remotely?

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

- live online teaching using Microsoft Teams

- pre-recorded teaching through video/audio recordings made by teachers

- pre-recorded high-quality lessons through platforms such as Oak National Academy and BBC Bitesize

- printed paper packs produced by teachers

- textbooks and reading books pupils have at home

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences such as IXL and Purple Mash

Expectations for all Teaching staff:

- Share weekly timetable outlining lessons covered that week
- Teachers must use live teaching platforms to English and mathematics
- A time frame should be given for each task as to when the work should be submitted
- Pupil work uploaded before 3pm in response to tasks, should be marked in yellow and pink on the same day.
- Feedback to pupils should be given the same day. This can be written, a video or voice message
- Engagement with parents in response to queries and support with pupil learning
- Modelling of learning to support knowledge and understanding
- Teachers should use BBC Bitesize and Oak National Academy to enhance the pupils' learning already planned
- Pupils are expected to login daily. Any child who has not been online that day should be called to check on them and provided alternative work
- Share good examples of pupil work and provide opportunities where peers can suggest improvements to the final outcomes
- Monitor pupil activity, provide support and encourage further engagement
- You must ensure that the children are accessing IXL and Purple Mash
- Teachers should direct their TAs to support them in uploading materials to Seesaw.

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?

Expectations for all children:

- Children to log on and complete tasks daily
- Maintaining a daily regular routine is important to support progress and well being.
- Complete the Home Learning Packs.
- Pupils to look at feedback provided by teachers and make corrections were possible.
- Pupils to ensure that the presentation of their work (handwritten pieces that are uploaded) is of the highest standard possible.
- Pupils to contact teachers if they have questions or need support with a piece of work. This needs to happen during the school hours to ensure that they get a response.
- Children to ensure they are doing practical activities during the day and not just sitting behind a screen.
- They should showcase the activities they have completed by uploading a picture onto the platforms.
- Less screen times in the afternoon, and focus on your projects
- Take part in competitions, gardening, baking, drawing and science experiments.
- Follow the PE challenges, including skipping, fitness and jogging.

Expectations for all parents/carers

- Please help your child set up and access the Microsoft Teams and Seesaw lessons daily
- Please make ensure that your child logs into Microsoft Team on time daily
- Discuss with your child the appropriate way to behave in the meeting - in the same way as if they were in school with the member of staff.
- If a child is behaving inappropriately, the school may need to suspend their school account temporarily
- Please DO NOT film the session on another devices this is a safeguarding and potentially a GDPR issue
- Only the child should be in camera view and contribute to the session during live calls

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

In this section, please set out briefly:

- Pupils are expected to login daily. Any child who has not been online that day should be called to check on them and provided alternative work

- The Phase Leader will be informed if the child and parents/carers are not responding for them to make immediate contact

- The Parent Liaison Officer will escalate non-attendance with the Education Welfare Officer where appropriate

- If there is a concern of the wellbeing and/or safety of a child, the teacher will alert the Designated Safeguarding leads or Deputies immediately.

The Safeguarding team are:

- Ms N Obinwanne (Gwenneth Rickus) Designated Safeguarding Lead
- Ms R Malik (Gwenneth Rickus) Deputy Safeguarding Lead
- Ms A Octave (Hawkshead Road) Designated Safeguarding Lead
- Ms H Mistry (Hawkshead Road) Deputy Safeguarding Lead

How will you assess my child's work and progress?

Day to day assessments will take place as children submit their work online. It is important that children submit the work that they have done. Where another member of the family has helped, then please let the teacher know. In this way, we can see what the child has achieved and start planning for their next steps. Teaching staff will run some interventions in small groups and will use these as times to assess your child's understanding.

Teachers will use effective assessment for learning strategies in the following ways:

1. Begin each lesson with reviewing previous learning/ last lesson
2. Check pupils' previous knowledge
3. Ensure a clear learning objective and success criteria to assess pupils' learning against. Pupils can also contribute to generate this when appropriate.
4. Encourage pupils to generate their own learning objective using the initial question/task set at the beginning of the lesson (responding to next steps; starter etc.)
5. Effective questions prepared previously and adapted based upon pupils' responses
6. Ask pupils to explain what they can use to help them complete a task or challenge independently using the 4 R's: reflective, resourceful, resilient, reciprocity.
7. Ask pupils to self-assess their own learning – what have you learned today? What have you learned in this unit? What have you learned about…..?
8. Ask pupils to EVIDENCE their understanding: responding to a question; voice note; video presentation; completion of quiz; poster and/or asking pupils to talk through their learning outcomes.
9. Pupils working with packs can return the pack and have 1:1 conference whereby the class teacher can ask a pupil to bring in their printed pack of work to talk through the work that they have completed.
10. 'End of unit' tests or quizzes, will be carried out as part of live teaching, to 'scaffold' or 'chunk' task for additional support.
11. Half termly assess and review weeks will take place to capture what the pupils have learned.
12. Summative tests will be done if and when it is appropriate.
13. Assessed pieces of writing submitted onto the learning platforms will inform Judgements.

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:

- Pupils with an EHCP (Education Health Care Plan) will be given a priority space in school if we are partially open.

- If pupils cannot attend school, the support that they are entitled to will continue and may involve bespoke work packs and Microsoft Teams lessons and interventions.

- If your child is being assessed for an EHCP we will do our best to provide a school place. This is to ensure that any assessments and reports can be completed so that EHCP applications are not delayed due to COVID 19.

- If your child works with other professional e.g. therapists, arrangements will be made to continue the support remotely.

- Remote learning may be with us for some time yet and it is important that all pupils know how to access their learning as this will become a life skill as they move forward.

- Teachers will differentiate planning and activities for SEND pupils

- Teachers/TA's provide additional support in Microsoft Teams breakout rooms. If pupils are learning on a computer, Microsoft accessibility features such as picture dictionary and text to speech are available

- Individual Education Plans written by teachers with input from parents/pupils

- Fortnightly/Weekly check-ins with SEND parents via phone call

- IMAGO therapist to hold therapy sessions onsite or remotely

- IMAGO mentoring/drop-ins held onsite or remotely

- SEND parent forum held to discuss the schools and local authority remote learning offer

Additional useful websites:

- Oak National Academy specialist classroom

- BBC Bitesize Parents' Toolkit: SEND

- Chatter Pack

Our SENDCO has a clear overview of all our pupils with SEND and will help if you have any questions. Please email: admin@leopold.brent.sch.uk

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?

If a child is self-isolating but the rest of the class is at school, the child's work will be uploaded and responded to via the platform Seesaw. Links to high quality pre-recorded lessons will be uploaded where possible onto Seesaw. Microsoft live teaching will not take place. If the child does not have online access, learning packs shall be provided.