

Lantern Lane's Remote Education Provision: Information for Parents.



The purpose of this document:

The information in this document is provided to parents and carers so that they are aware of what to expect from remote education at Lantern Lane, where national or local restrictions require our pupils to continue their education from home.

[Please note that the provision for individual pupils that are required to self-isolate, whilst the rest of their class remains in school, will differ and so is covered at the end of this document - in Appendix 1].

Lantern Lane's remote provision has been structured so that it provides as much continuity as possible for your children's learning whilst recognising the demands this places on your family and the unique challenges of engaging our pupils when they are not in our classrooms. It is based both on the Government guidelines but also on our knowledge of your children and it has evolved based on feedback from children, parents and teachers, who have already experienced this type of learning.

The remote curriculum: what will pupils be taught?

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. There may also be differences across year groups, recognising how much experience of remote learning that children have already had.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Your child will have a folder of resources made available that will include plain paper, squared paper and, where appropriate, maths and writing books.

They will also have resources supporting both short-term activities (to be completed in initial day/s of lockdown), e.g. spelling or reading tasks, and ongoing activities, e.g. TT Rockstars workbooks.

Sheets supporting foundation subjects over the initial few days will be included too.

If the year group has experience of the platforms supporting 'live' teaching, they should expect subject lessons no later than the second day of lockdown.

If the year group is new to 'live' lessons, early experiences will focus on teaching the children to access these and covering the 'online manners' that promote and protect the learning of all.

A timetable of learning will be forwarded to you by the end of the first day of lockdown.

Thereafter, an updated weekly timetable will be made available by email on the Friday of the preceding week.

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?

Wherever possible, the children will be taught in line with the long-term plan for their year group and the term in question whilst their 'remote' day will be planned to mirror, as far as is possible & appropriate, a normal school day, e.g. English and maths largely taught in the morning and foundation subjects in the afternoon.

At Lantern Lane, we are committed to providing a broad and balanced curriculum remotely that includes all of the foundation subjects. Some adjustments may need to be made to practical subjects as children may not have all the resources at home, e.g. in DT and music lessons. When returning to school, our staff will endeavour to provide as many of these missed opportunities as possible.

Staff will use their experience - on occasions- to re-organise the order of learning in English & maths to ensure that topics benefiting from face-to-face teaching are moved to when this is more likely to be possible.

In addition, staff may need to prioritise the teaching of key knowledge and skills within a topic, recognising that the pace of teaching remotely may be slower than in the classroom.

Our teachers will use a range of strategies & resources to continually check on children's learning to ensure gaps do not develop.

What will a day of remote education look like?

Remote education at Lantern Lane will be supported by:

- 'live' lessons that teach new knowledge & skills;
- 'live' lessons that consolidate & support application of learning;
- 'live' lessons that review learning, e.g. where independent work is shared or receives feedback;
- Videos produced by Lantern Lane teachers to support the children's learning;
- Carefully-selected videos produced by external providers (e.g. BBC Bitesize or Oak Academy);
- Other independent tasks based on any of the above or supported by written or visual instructions.

The combination of the above used will depend on the age of the children; their experience with online learning, and the teacher's understanding of what promotes different learning best. The nature of the remote learning may also change over time as we seek feedback from everyone involved in the learning process.

How long can I expect work set by the school to take my child each day? What form will the teaching and learning take for my child?

We expect that remote education (including remote teaching, guided and independent work) will take pupils broadly the following number of hours each day. Please note, however, that this is a guide only. Days may vary depending on the foundation subjects chosen and the nature of the English & maths tasks. In addition, different tasks will vary in length for different children.

The hours estimated below assume that the children seek to complete the task to their highest standard; this will be supported by review and feedback from the teachers - in a way that is appropriate for the age of your child.

Overview of the Lantern Lane Remote Learning Offer:

Key Stage:	Hours of Learning:	Nature of Learning:
Foundation Stage:	3 hours (approximately) including reading tasks; play-based activities that are signposted by the teachers, and the daily guided activity.	<p>The main live teaching takes place in the first session of the morning, outlining the day's activities and providing a class teach and then guided activity with a particular focus, e.g. reading, maths or creative.</p> <p>Phonics is taught daily using videos pre-recorded by our staff; these are followed by an independent activity.</p> <p>Pre-recorded videos are also used to support other subjects, recognising that children of this age are reliant on their parents/ carers and that flexibility is important to support this.</p> <p>Each day ends in a 'live' review of the day and the chance for the children to enjoy a story with their teacher/ or a familiar adult.</p> <p>All independent activities are clearly explained on Tapestry.</p> <p>Parents are encouraged to post on Tapestry the work done with their children, to which the teachers will give feedback that supports parents & can be shared with the children also.</p>
Key Stage 1:	<p>Year 1: 3 to 3 ½ hours (approximately)</p> <p>Year 2: 3 ½ to 4 hours (approximately)</p>	<p>Lantern Lane pre-recorded teaching is used alongside more frequent live sessions, allowing regular breaks and the chance for younger children to re-visit learning if required.</p> <p>Video and TV clips are used frequently to set the scene and engage the children, especially in the foundation subjects.</p> <p>Children are able to remain in live sessions after teaching if more help is required.</p> <p>Wherever possible, interventions offered to support children in school (individual reading or Fresh Start, for example) are also offered remotely.</p> <p>All independent activities are clearly explained on Seesaw.</p>
Key Stage 2:	<p>Year 3: 4 to 4 ½ hours (approximately)</p> <p>Year 4: 4 ½ to 5 hours (approximately)</p>	<p>In KS2, there is a greater focus on live lessons followed by related independent tasks - recognising that the older children can both access these more independently and focus for longer periods online. The reliance on live</p>

	<p>Year 5: 5 hours + (approximately)</p> <p>Year 6: 5 hours + (approximately)</p>	<p>teaching increases throughout the key stage until, in Year 6, it mirrors almost exactly a day in the classroom.</p> <p>Feedback is both verbal & written (see below for platforms used).</p> <p>Lantern Lane pre-recorded teaching is also a feature for these children with occasional use of external video resources.</p> <p>In line with KS1, children are able to remain in live sessions after teaching if more help is required.</p> <p>Wherever possible, interventions offered to support children in school (individual reading or Fresh Start, for example) are also offered remotely.</p> <p>All independent activities are clearly explained (with supporting materials) on Seesaw and (for the older children) on the Teams channel</p>
<p>Please note that Wednesday afternoon has now been designated as a well-being session, where the activities chosen for children are carefully designed to promote creativity and good mental health. In line with the latter intent, these will be screen free afternoons (in almost every detail) so that the children (and parents alike) can escape the pressures of technology - for a few hours at least.</p>		

Accessing remote education: how will my child access any online remote education you are providing?

All 'live' lessons are provided using Office 365 for Education (Microsoft Teams) - all children have an individual login for this.

Foundation 2:

All learning materials for Foundation 2 - both pre-recorded videos by staff; written task instructions, and other resources are provided on Tapestry. Parents are encouraged to share their children's work & learning experiences on here also.

KS1 & KS2 (with the exception of Year 6):

Videos pre-recorded (by our staff) are also shared through Teams and/ or on the Lantern Lane YouTube Channel (where these are of longer duration).

All other resources and worksheets are made available on Seesaw and children use this platform to share their work with staff.

Teacher feedback - when written - is also shared on Seesaw.

Year 6:

Following feedback from the pupils in this year group, all resources and tasks are shared on Teams using the Assignments feature. Feedback on work completed is also given on this platform.

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 can take the following approaches to support those pupils to access remote education:

- Laptops to support remote learning are lent by school;
- Data top-ups for mobile phones are available in school;
- 4G Routers can be accessed from the DfE through school.

Paper copies of key resources or support materials can also be provided by school for families that require these. The child's teacher will discuss how this work can be returned to school for review and feedback with these arrangements being individual to the needs of the child and their family.

To access any of the afore-mentioned options, parents are welcome to contact either their child's class teacher or the school office - either by email or telephone.

Written guides are provided to support parents in accessing the platforms chosen at Lantern Lane (please see the Lantern Lane website). Staff are happy to provide individual help where parents encounter problems or would like to know more about the different functions of Tapestry, Teams or Seesaw.

How will my child be taught remotely?

Please refer to the overview of Lantern Lane's Remote Education Offer (see above) for information in this respect.

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?

At Lantern Lane, we aim to work in collaboration with parents & carers to ensure that your children access the vast majority of the live lessons and pre-recorded teaching provided, recognising that these bring the children the interactions that they require to learn and thrive.

We would ask that parents support this access wherever possible and seek our help if this is proving difficult for whatever reason.

In addition, in line with our C.A.R.E values, we would appreciate your support in encouraging your children to complete all independent tasks to the best of their ability and share these with their teachers - so that their teachers can help them improve and can understand where further teaching or practice is required.

We, as always, are committed to meeting the needs of all, supporting personalised provision where this is appropriate; please let us know if your child/ family are finding any aspect of remote education a challenge and we will provide whatever guidance and support may be required.

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

Your children's attendance at live sessions is tracked on a daily basis and their engagement with tasks on a weekly basis.

If your child/ren's teacher has any concerns about their engagement, they will speak to you about these during regular telephone contact. If difficulties persist, they will refer to a member of the Senior Leadership Team who can look at different ways of supporting your child to minimise the impact of lockdown on their education and future potential.

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

Feedback and assessment can take many forms:

*Within a 'live' lesson, the teacher will consider strengths and areas of development for a piece of work with the whole class, a group of children or even individuals (often daily where appropriate);

*Self-assessment of work will also be undertaken with the whole class, a group of children or even individuals (daily & weekly basis);

*Regular quizzes (weekly) or short recall tasks (daily), e.g. Flashback 4 in maths where written/verbal feedback can be given largely instantaneously;

*Written feedback related to individual pieces of work (shared through Seesaw or Teams - for older children). This will be used regularly for an extended piece of written work (as would be the case in school).

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 needs of children with SEND will be considered by the Senior Leadership Team - in regular correspondence with families - both at the start of lockdown and with regular reviews being undertaken for as long as it continues.

Where individualised provision is appropriate in school, we at Lantern Lane will seek to replicate this remotely - with the children receiving small group & even individual teaching from the adults that they routinely work with. This work will be planned and overseen by the class teacher and monitored & evaluated by the SENDCo.

Live lessons are used routinely although these may be shorter in length and independent tasks may be more practical in nature.

For younger children, where a greater reliance on adults is unavoidable, we will take this factor fully into account when planning provision: please see details of this above: Lantern Lane Remote Education Offer Across the Key Stages:

Appendix 1:

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

In line with our remote learning policy:

- Each day, children will be provided with learning activities for one English, reading/phonics, maths and foundation subject lesson in KS1 and KS2.
- This will be provided either as a paper resource or posted to Seesaw depending on the needs of the child and the nature of the learning.
- Feedback on work posted will be given in line with normal timescales.
- With prior arrangement, a family member/friend (who is not self-isolating) can collect the learning pack or it will be delivered.
- During the self-isolation period, the class teacher will contact the family via telephone or by Seesaw once each week to check on well-being, referring any concerns to the appropriate member of SLT.
- In EYFS, through Tapestry, children are provided with the work that they would have been doing in school (e.g. use of Phonics Play) or given other adult-directed activities in line with topic. Work, videos of activities or parental commentary and feedback can be posted to Tapestry.