

Remote learning provision: information for families

This information is intended to provide clarity and transparency to pupils and families about what to expect from remote learning where national or local restrictions require a split approach to learning – where pupils are learning both at school and remotely each week. This is due to the challenges of teaching pupils both at home and in school.

For details of what to expect where individual pupils or ‘bubbles’ are self-isolating, please see our Longcause Remote Learning policy.

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?

We will ensure that pupils have the equipment and resources they need so that they can participate in remote learning. We will send pupils home with learning packs which will include key items such as whiteboards and pens, pen pencil, rubber, ruler, maths tools. It may also include a reading book and tasks that they can make a start on immediately.

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 areas. For example, focusing more on life skills in the home rather than Relationships and Sex education, using more of the tools and resources available in the home environment. Also the nature of interacting virtually adds a very different dynamic to any learning session and we will be responding to this as is appropriate for each individual pupil.

Remote teaching and learning time each day

How long can I expect learning set by the school to take my child each day?

For many of our pupils, we cannot specify a length of time that they will engage with learning. We know that this will change day to day, session by session. We know that some respond better to live sessions and some to pre-recorded video tasks. We are continually responding to your feedback and the engagement of pupils to make this as relevant and meaningful as possible. We do have expectations of what pupils will be able to access on a daily basis. As a family we will work with you to manage this:

Class and minimum daily expectation	Overview plan to meet daily expectations <i>Each class will differ and the plan will be in response to the needs of the pupils in the class</i>
Fran's class Minimum daily expectation: Social aspect – trial to say hi and sing the parachute song Maths English Phonics Reading Physical activity	All pupils in school for at least part of the week. Seesaw “topic” videos daily for practical subject areas such as Art, Science etc Pack of resources sent home to match the resources used at school so parents could rehearse the videos seen on the child's day in school
Ella's class Minimum daily expectation: Social aspect – 3 times daily Maths English Phonics Reading Physical activity	Each remote day ➤ <u>Session 1</u> Together for good morning routine Working 1:1 with an adult for English. Daily reading then either phonics or writing ➤ <u>Session 2</u> Group session followed by working 1:1 with an adult completing maths. Always a number/ calculation element and then following planning as much as possible ➤ <u>Session 3</u> Afternoon group session of a PE or relaxation activity followed by an interactive game/ session. Visuals and links for these activities will be uploaded so that families can choose to engage or do them later ➤ Daily story book video ➤ <u>Over the week</u> Makaton video Catering video Art video PE video Geog video Body part video

Hannah's class Minimum daily expectation: Social aspect Maths English Phonics Reading Physical activity	<ul style="list-style-type: none"> ➤ 1 Zoom each day for a maths or English & phonics session ➤ 1 piece of Maths or English & phonics remote learning each day ➤ Reading books through Oxford Owl ➤ Home learning tasks set for all other subjects - at least 1 task set per day ➤ 1 attention autism video each week ➤ PE and catering videos sent each week ➤ Group Zoom call with whole class every Wednesday
Grace's class Minimum daily expectation: Social aspect Maths English Phonics Reading Physical activity	<ul style="list-style-type: none"> ➤ 1 x maths zoom lesson ➤ 1 x phonics zoom lesson ➤ 1 x whole class social zoom ➤ 2 x other tasks/ learning activities (incl art, geography, science, music and movement) ➤ Story time/ game recorded video ➤ 1 x PE video ➤ All pupils also have home learning packs with additional phonics, reading and maths resources to apply their learning further
Faye's class Minimum daily expectation: Social aspect Maths English Phonics Reading Physical activity	<ul style="list-style-type: none"> ➤ Social aspect - daily social over lunch at 12pm ➤ Maths - 5 x video inputs + task a week individualised to pupil ability - 3 x calculation and 2 x money ➤ English - 1 x sentence writing activity a week ➤ 5 x Makaton videos a week ➤ Phonics - 5 x video inputs a week, individualised to pupil ability. ➤ Reading - 5 x individualised reading (mixture of decoding/ comprehension) a week ➤ Physical activity - 5 x PE challenge videos a week + additional PE-videos ➤ Life skills - 1 x video input per week + task ➤ Science - 1 x video input per week + task
Donna's class Minimum daily expectation: Social aspect Maths English Phonics Reading Physical activity	<ul style="list-style-type: none"> ➤ Good morning zoom each day for all staff and pupils. Pupils in school and at home will be invited to be part of this. ➤ Maths- 1 task per day will be posted on seesaw/zoomed for those at home. ➤ English- 1 task per day will be posted on seesaw/zoomed for those at home ➤ Phonics- 1 task per day will be posted on seesaw/zoomed for those at home ➤ Reading- 1 task per day will be posted on seesaw/zoomed for those at home ➤ Physical activity- daily active challenge will be set either using videos or music and movement videos online ➤ Catering - video weekly for pupils to follow ➤ Attention Autism - videos 3 times each week ➤ Life Skills - daily challenges will be set for those at home based on Safety in the home and Looking after the home.
Natalie's class Minimum daily expectation: Social aspect Maths English Phonics	<ul style="list-style-type: none"> ➤ Daily - 1 hour Zoom sessions covering Reading, English and Maths. ➤ Other lessons such as Science delivered over Zoom. ➤ Learning videos and activities over Seesaw for all subject areas where pupils will not engage with Zoom.

Reading Physical activity	
Jo and Harriet's class Minimum daily expectation: Social aspect Maths English Phonics Reading Physical activity	<ul style="list-style-type: none"> ➤ 1 English and Reading Zoom ➤ 1 Maths zoom ➤ Daily social over lunch time with whole class ➤ Seesaw activities: <ul style="list-style-type: none"> ✓ 1 Topic daily (inclusive of Science/LLfL/Geog/Art) ✓ 2x PE videos a week ✓ Catering video weekly
Zoe's class Minimum daily expectation: Social aspect Maths English Phonics Reading Physical activity	<ul style="list-style-type: none"> ➤ Daily social over lunch via Zoom ➤ 1 teaching Zoom per day with other task sent via Seesaw: <ul style="list-style-type: none"> ✓ 1 Maths/English activity each day ✓ 1 Reading activity/day ✓ 1 Science activity/week ✓ 3 Phonics or Reading comprehension activity per week ✓ 1 PE video ✓ 1 LLfL activity
Lauren's class Minimum daily expectation: Social aspect Maths English Phonics Reading Physical activity	<ul style="list-style-type: none"> ➤ Social Zoom - daily social class book at 12 ➤ 1x English and Maths zoom daily ➤ Seesaw tasks and videos sent for other subject areas ➤ Doodle login to access
Milly's class Minimum daily expectation: Social aspect Maths English Reading Physical activity	<ul style="list-style-type: none"> ➤ Social Zoom - Whole class Daily Joe Wicks workout ➤ Hard copies of learning in learning packs sent home ➤ Online tasks set via Seesaw, Doodle and Purple Mash ➤ TA videos for pre-recorded learning tasks ➤ Zoom learning
Beth's class Minimum daily expectation: Social aspect Maths English Reading	<ul style="list-style-type: none"> ➤ Wednesday social Zoom ➤ Online work (on Purple Mash, SeeSaw activities, via SeeSaw message or another online platform), set with instructional video ➤ At least 1 English- sentence writing including spelling, punctuation, grammar, sentence structure, coordinating conjunctions- following MTP as closely as possible ➤ At least 1 Maths- Time focus.

Physical activity	<ul style="list-style-type: none"> ➤ Encouraged to complete at least 2 TA video challenges per week e.g. arts and craft, catering, P.E, daily mile, life skills, music, science, wellbeing. ➤ 1 zoom per week with TA to check in and offer any support with learning if needed. ➤ Continuation of portfolio evidence for accreditation
Joss' class Minimum daily expectation: Social aspect Maths English Reading Physical activity	<ul style="list-style-type: none"> ➤ Social Zoom - daily reading of class book via Zoom. Check in with those not in school via phone/Zoom twice a week ➤ Hard copies of learning in learning packs sent home ➤ Online set tasks ➤ Pre-recorded tasks: <ul style="list-style-type: none"> ✓ 1x Life Skills video ✓ 2 x PE video ✓ 1 x catering video ➤ Zoom sessions with class staff twice a week for 1:1 Phonics/Maths ➤ Continuation of portfolio evidence for accreditations

Accessing remote education

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

Much of our learning will be delivered via Zoom. We will also use Seesaw to communicate with you. These are both platforms we know we use successfully and have been doing for some time.

In addition, your child will have a Purple Mash and Doodle log in. They will have used these in school but we can go through any access issues with you as they arise.

Zoom – <https://zoom.us/>

Purple Mash – <https://www.purplemash.com/sch/longcause>

Doodle - <https://www.doodlemaths.com/>

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:

We will work with you, as a family, to find the best possible way to access remote learning. Where possible we are avoiding using hard copies of learning due to the transmission of the virus. However, if this is our only option, we will provide this in learning packs.

Where we can and it works for you as a family, we can lend laptops supplied by the government so that pupils can access online learning whilst they are at home.

In all cases, we will find solutions that best meet the needs of your child so we encourage you to talk through any issues or concerns you have with access remote learning with us.

How will my child be taught remotely?

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

In this section, please list the range of approaches you use to teach pupils remotely.

- Live teaching (online lessons via Zoom). This could be 1 to 1 or in small groups where appropriate
- recorded teaching (e.g. video/audio recordings made by class staff)
- printed paper packs produced by class staff (e.g. workbooks, worksheets)
- reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences such as Doodle and Purple Mash

Engagement and feedback

What are your expectations for my child's engagement and the support that we as families should provide at home?

We understand that our pupils may find it difficult to engage with remote learning. We have also been surprised by how well some of them have engaged. We also know that this can change day by day. We will provide a remote learning offer which is similar to the provision pupils would be receiving in school.

The most helpful thing you as a family can do to support this is to communicate with your pupil's class teacher so we can tailor the offer to meet individual needs as much as possible.

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

We will monitor engagement with every session and will record this daily. The platforms we use such as Seesaw, Doodle and Purple Mash show us this information. This will be in addition to the live Zoom sessions taking place.

As a school, we will be in regular contact with you as a family, at least weekly, and will discuss on concerns as they arise.

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

We will continue to use Seesaw to feedback on pupil's learning and assess how well they are progressing. You should see very little difference with this from when pupils are in school full time.

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.

Our Remote Learning Policy (published on our website) details the provision for pupils who are self-isolating and also where bubbles are needing to self-isolate.

The provision detailed in this document is different to what is put in place when pupils are self-isolating due to the challenges of maintaining a provision for pupils at home and in school. This document details the provision specifically for a lockdown scenario where we are adhering to guidance to reduce households mixing in one bubble and also reducing numbers of staff and pupils in one bubble to minimise risk of virus transmission.