

## **Lakeside Primary Academy - Remote Learning Expectations – Version 1 (October 2020)**

As you are aware the expectations for schools to provide a remote curriculum for children not in school due to COVID-19-related absences are high.

The DfE have made this a **statutory** duty for schools from **22<sup>nd</sup> October 2020**.

The provisions of the act can be found [here](#).

The DfE good practice guide to remote education can be found [here](#).

### **Summary overview from the DfE**

#### ***Remote education expectations***

*Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.*

*In developing these contingency plans, we expect schools to:*

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations*
- give access to high quality remote education resources*
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use*
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access*
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum*

*When teaching pupils remotely, we expect schools to:*

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects*
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject*
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos*
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work*



- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers<sup>1</sup>

For secondary schools teaching pupils remotely in a rota system because of tier 2 local restrictions, modified remote education expectations apply. These can be found in [how schools can plan for tier 2 local restriction](#).

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

We have now published a [temporary continuity direction](#) which makes it clear that schools have a duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). This will come into effect from 22 October 2020. The direction poses no additional expectations on the quality of remote education expected of schools beyond those set out in this guidance.

### **Lakeside Primary Remote Learning Expectations**

#### **Weekly Homework**

- Learning overview, with links, on Home Learning page.
- Focus on basic RWM skills work with some Topic project work ongoing.

#### **If a child is self-isolating**

- PSA will confirm with the class teacher when a child is self-isolating.
- Paper home learning resources provided as for any medium term absence. This can be for the full two weeks or school can deliver one per week. The work should be as close as is possible to the curriculum work for the other children in class for that period.
- Check VLE, Maths with Parents, Purple Mash, Reading on Your Head, twice a week.
- Class teacher to phone weekly – this is a learning check to ask if the child can access the VLE, to offer any further help.

#### **If a class bubble closes**

- As much teaching and learning support as possible on the VLE, including teacher slides if they are available.
- Video lesson introductions to explain main learning points.
- Learning overview on Home Learning page and VLE.
- Use Sway where appropriate.
- Teacher to contact all parents weekly by phone or text.
- Check VLE, Maths with Parents, Purple Mash, Reading on Your Head, daily.
- Feedback from teacher on the VLE, where appropriate, to be daily.

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<sup>1</sup> Please see Lakeside Primary expectations for clarification on amount of contact with pupils and parents.



- Paper resources to be provided in addition to the VLE only where parents have requested it. Staff from the other class in the year group (or Y1/Y2) to photocopy – SLT to arrange collection/distribution.

#### If school closes

- As per class bubble closing.
- Laptops provided to parents who request one and who sign an agreement to provide evidence of learning using the device, including a learning record or diary.

#### For teachers

- Maintain a class list with preferences for Virtual/Paper/Mixed learning.
- Documents for the VLE should be in Word format.
- Where PDFs can be converted to Word but the conversion still makes the sheet difficult to use, e.g. White Rose Maths documents, teachers to note on the document that pupils should give answers at the end of the document.
- Teachers can email parents by Arbor. At the moment, business support staff will forward these to teachers.

#### For parents

- Paper resources are for practice, but children will receive a reward for completing.
- If you have no access to the VLE the school will provide paper home learning resources.
- If school is closed for longer than 14 days some school laptops can be provided to those families who do not have a device that can be used effectively for home learning.
- We will not be offering 'live' teaching via Google Classroom, Microsoft Teams etc. Teaching in this way presents too many safeguarding issues.
- If your child is self-isolating for 14 days, the class or bubble closes or school is closed, the class teacher will contact you weekly to discuss your child's learning. They may speak to the child if this is necessary to support learning.