



Jubilee L.E.A.D. Academy

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Remote Education During school closure

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 if 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.

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

During the initial stages of remote education, pupils will receive a physical learning pack which contains instructions for the learning and outcomes that are due to take place. Within this learning pack will be reading, writing, mathematics and wider curriculum learning resources for the pupils to complete. A member of school staff will make contact either through a telephone call, home visit or through an online resource such as Seesaw or Microsoft Teams. During this communication, pupils and parents will be informed about the learning that is due to take place and the expectations of the pupils.

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 subjects. For example, in reading, writing and mathematics, the school will identify the most important knowledge and skills from within each year group that can be learned most effectively remotely. This learning will be enhanced through the availability of live online lessons for pupils to attend with their teachers. Pupils will also continue to learn in wider curriculum subjects through instructions and resources provided by the class teachers.

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 – 3 to 4 hours per day

KS1 – 3 to 4 hours per day

KS2 – 4 to 5 hours per day

Accessing remote education

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

All pupils will be expected to complete work in relation to their learning that the teacher can see. For the majority of lessons, this will be on a sheet provided. These sheets will be delivered in physical formats to every pupil each week, as well as placed online on the Seesaw platform. All pupils will be provided with their individual log-in information to the Seesaw platform so they can access and complete them online if they prefer.

Pupils are expected to complete either the online or physical sheet and share this with their teacher by either uploading it onto Seesaw or by handing it into school staff when they receive their new learning pack. If the work assigned is not due to be completed on a sheet (for example, creating a piece of art), the teacher will explain whether a photograph is to be uploaded to Seesaw or whether the work will be collected.

In addition to the resources provided, all classes will receive live video lessons through Microsoft Teams. As with Seesaw, pupils will be provided with their own unique log in details to access their account. Each day, teachers will deliver a minimum of three live lessons where they explain the learning taking place. Live lessons will focus on reading (including phonics), writing and mathematics. These will typically last between 10 and 15 minutes. Following these lessons, pupils will be expected to complete the challenges that have been assigned to them. Pupils will also be provided with a new school reading book so they can continue to access and read a range of high quality reading materials.

As well as Seesaw and Microsoft Teams, some year groups/classes will also use the following online learning platforms to support remote education:

- Times Tables Rockstars
- Accelerated Reader
- Lexia

Further online resources may be assigned by teachers as and where they feel it is necessary. These will be pre-approved websites which have an educational purpose.

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:

Our school staff will make regular phone calls to all families within our school to ensure they are supported during highly challenging times. During these phone calls, the accessibility to online materials will be discussed and support will be offered where possible.

For those who have a device and online access, but are having difficulties in setting it up, school staff will support remotely, or through a home visit (staying outside of the property in line with Covid19 guidance). Families can request this service by contacting the school office or informing the staff member who contacts them.

For those with online access, but who do not have a device, the school will endeavour to provide a suitable device at the earliest possible convenience. This will be most likely in the form of a laptop which can be borrowed and returned back to school. Other devices may become available during extended periods of closure and the school will continue to review all possibilities to ensure we are doing everything we can to support learning. Dongles, which can provide internet access, will also be sought and provided where appropriate.

In some cases, despite the best efforts of all involved, it might be most appropriate for a pupil to complete their learning on the physical packs each week and hand these into school for their teacher to review and provide feedback. Should this be deemed necessary, the school will ensure that a member of school staff is in regular contact with the pupil.

Where pupils are vulnerable and are deemed to require a place in school, a conversation between school and the pupil's parent/carer will take place so the place can be offered.

As stated previously:

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How will my child be taught remotely?

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

- live teaching (online lessons)
- Instructions, modelling and resources through the Seesaw online platform
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils that have been sent home or already have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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?

It is expected that every pupil will engage in every lesson to ensure their learning continues to develop.

All pupils are expected to attend three live teaching lessons per day. The school will endeavour to eliminate technical issues that would otherwise block or prevent this from happening.

All pupils are expected to complete the learning provided to them and hand it into the school in the agreed format. Pupils will be expected to complete this to the best of their ability. Where teachers believe that standards are below expectations, a conversation will take place between the teacher, pupil and the parent/carer.

Should a pupil be ill, or have a legitimate reason for missing a part of their learning, for example a medical appointment, the parent/carer should contact the school office before the lesson to explain the absence as would happen during normal daily schooling.

Parental support is vital to the effectiveness of remote education. It is important that the school and parents work together to put the education of the pupil first. Parents are requested to ensure that their children are in a daily routine which involves them being awake, fed, dressed and have all the equipment needed prior to their first live lesson of each day taking place. Parents should then supervise their children to ensure they are engaging in their learning to the best of their ability. The school will contact parents regularly to check they have everything that they need and whether any further support can be provided.

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

All live lesson engagement and work produced is monitored daily.

In the first instance, the class teachers will be responsible for checking that pupils are engaging in their learning and completing what is expected of them every day. School staff members will support teachers in this process.

Senior school leaders will regularly review the quality and quantity of engagement from each pupil within the school. Where this is below the expected standard, action will be taken to communicate this with the pupil and parents/carers. This will take the form of either a phone call, or home visit depending on what is necessary.

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:

All work produced will be viewed by a member of the teaching staff from the school and feedback will be provided either through an online comment/action, through a telephone call, or through group live lessons.

Feedback will be provided at the earliest convenience and in most forms will take place daily. In order to ensure that pupils and staff are operating within acceptable timings, feedback will be completed during regular school hours.

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:

Jubilee LEAD Academy is very proud of the inclusive way in which we enable all pupils to make progress. For those pupils with SEND, the school will communicate with parents as to the most appropriate way of engaging them in their learning in relation to their specific area of need. This will range from providing additional resources at home, to an individual plan depending on the level of need.

This approach will also be replicated for our youngest learners to ensure that the remote education they receive supports their development, as well as continues to develop their enthusiasm and participation in school life. For many of our youngest learners, the way in which they complete their work will be specific to their stage of development.

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?

Each case will be reviewed on an individual basis to ensure that the pupil's welfare and needs are paramount. Where pupils are well, they will be expected to continue with their remote education in line with others who are accessing education from home. If pupils are unwell, their engagement in learning will be aligned to the expectations of them as per regular school policy. For pupils who miss learning as a result of absences due to illness, the class teacher will make the necessary adjustments to enable the pupil to catch up upon their return.