

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.

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?

When an entire cohort bubble has to access remote education, in the first instance pupils will come home with equipment, an exercise book with lines, an exercise book with squares and work to undertake for the first full day of remote education.

If notice provided by the government does not allow time for organisation of equipment packs before pupils leave school, these will be produced for collection by parents as soon as practicable.

Pupils also have access to Home Learning Grid via the school website. They can complete learning activities from this grid in any order.

If individual pupils have to self-isolate but the majority of pupils are in school, staff will provide a remote education offer as soon as is practicable given their teaching commitments.

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. Pupils will access learning via ClassDojo (Reception to Y3) and Google Classroom (Year 4 to 6). However, we have needed to make some adaptations in some subjects. For example, parents and carers are not expected to have the range of resources and materials available at home as will be essential for some lessons in school and so activities will be adapted to take account of this.

Remote teaching and study time each day

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

Staff will set meaningful and ambitious work each day in an appropriate range of subjects and will provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently. Live sessions will be timetabled carefully to avoid year group over-laps where possible to avoid issues with families who share a single appropriate device.

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Primary School aged pupils - 3-4 hours per day

Accessing remote education

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

Pupils in Reception, Year 1, Year 2 and Year 3 will access work via Class Dojo.

Pupils in Year 4, 5 and 6 will access work via Google Classroom. Any work that is in a format not compatible with Google Classroom (for example White Rose Maths worksheets) will be accessed via ClassDojo.

Pupils also have access to Home Learning Grids via the school website and ClassDojo.

Parents are also able to access, via the school website, a wide range of subject-specific sites for additional learning content.

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:

- All parents / carers have received a questionnaire asking them to identify if their child(ren) has access to a suitable device for online learning. The responses to this questionnaire have enabled us to identify families who may need support.
- If you feel that we are not aware of your difficulty with accessing remote learning, please contact the school office.
- We have a limited number of Chromebooks that we can loan to parents / carers to enable their children to access remote education. Please contact the school office if this is something you would like to discuss.
- We may be able to access free 4G routers via the Department for Education for families with no internet access.
- We have a limited number of Vodafone sim cards that can be used in tablets and mobile phones.
- We ensure that our remote education learning activities do not rely on parents / carers printing out worksheets or other

documents. If parents / carers are unable to access any of the remote education online, we may be able to provide printed work for pupils, however, solutions around provision of internet / devices are preferable so that pupils can access the teacher input of the remote learning offer.

- When your child has completed a remote education activity, they can submit their work via ClassDojo or through Google Classroom as instructed.

How will my child be taught remotely?

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

- Live teaching (online lessons)
- Record teaching (e.g Oak National Academy lessons, video/audio recordings made by teachers)
- Printed paper packs produced by teachers (e.g workbooks, worksheets) for individual pupils where this has been deemed appropriate.
- Text books and reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- Long-term project work and /or internet research activities (via the half termly Home Learning Grid) - these will be in addition to the methods above and not as a replacement for.
- Links to a range of supplementary resources via the school website.

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?

- Please read the Protocols for online learning available on the Remote Education section of the school website:
<https://www.reidstreet.darlington.sch.uk/wp-content/uploads/2021/01/Remote-Learning-Protocols.pdf>
- Pupils are expected to engage in the remote education offer.
- We recognise and appreciate that if children are ill they will not be able to engage fully with the remote education offer. Let your child's teacher know that this is the case
- We recognise and appreciate that family circumstances differ and that issues can arise with remote education due to parents / carers working from home, parents / carers accessing childcare for work, more than one child in the home needing to use a single device, and so on. Please communicate any such issues with school and we will do what we can do to help.
- For older pupils, learning activities are led by teaching staff and require as little parental support as possible.
- Younger pupils will need more support when accessing remote education.
- Parents / carers can support pupils by ensuring that they establish effective learning routines.

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

- Staff will check engagement with remote learning daily and this will be tracked.
- Staff will contact parents / carers weekly to discuss any concerns around pupil engagement with their work.
- Regular communication through ClassDojo will support pupils with any issues around remote learning.
- Google Classroom has built in trackers to enable teaching staff to see the work that pupils have engaged with and undertaken.
- Google Meet allows for registers to be taken to identify which pupils are attending live sessions.

How will you access 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.
- Staff assess work completed by pupils and provide feedback - this may be via likes and comments on ClassDojo and / or written and verbal feedback within Google Classroom.

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 those 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:

All pupils with an EHCP (or those deemed high need / awaiting EHCP application) have been offered a school place. Where EHCP/SEND pupils are working from home the following has been put in place:

- Class teachers are adapting remote lessons to suit the needs of the children therefore ensuring that the learning is at an appropriate level to consolidate and extend learning. This may include additional recorded lessons; differentiated and highly scaffolded tasks and resources; in depth feedback; recorded or live intervention work; where required, the loan of specialist

equipment and, a weekly phone call to parents to discuss engagement and support with learning.

- Where a full remote learning offer is deemed inappropriate for the child, alternative planning / resources will be provided weekly to support parents with learning activities. For younger children, these are likely to be play-based.
- Where possible, interventions will continue to be delivered. These may include recorded sessions which require feedback from children through either ClassDojo (Rec - Y3) or through Google Classroom (Y4 - Y6). Where live sessions are required, arrangements will be made with parents and carers. SEND pupils may also be working with one of our Academic Mentors.
- The SENDCo, Parent Support Advisor and Specialist HLTA will continue to monitor the delivery / access of the SEND remote learning offer.
- Future Steps Occupational Therapists are available to provide home programmes for pupils who may need calming and regulating activities built into their day.

The school will continue to work with specialist external providers including Speech and Language Therapists, Occupational Therapists, Educational Psychologists and the Children's Wellbeing Practitioner.

- Please remember that struggle is a part of learning and pupils would face challenges with learning even when in school. Please encourage a determined, positive approach to the work set and support and praise evidence of a growth mindset - "I can't do it...yet." However, if your child continues to struggle, please contact school to discuss how we can help further.

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?

This is currently not relevant given the closure of schools of 5th January 2021. This section will be updated following the full reopening of schools.