

## **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 where national or 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?**

You will be informed as soon as possible if your child's class or the school needs to remove to remote learning. While we always try to give as much notice as possible this may not always be possible. The first day of remote learning may be slightly different to other days while the school organise staffing, resources and planning. Dependent on the circumstances arising for remote learning we may need to organise staffing or resources if a teacher is off sick. In these instances, children may be asked to complete work from National websites such as Oak Academy and BBC Bitesize or sites that the school subscribe too until school work can be posted (which will be done at the earliest opportunity)

We will communicate with parents via email, text and our online platform TEAMS. We will send out an initial letter to explain expectations then follow up with full provision offer.

## **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 will need to make some adaptations in some subjects. These adaptations will apply for more practical subjects where parent may not have access to the resources needed such as PE, Music, DT. For example, PE will be taught through online links, videos and resources, due to the equipment, space and skills needed to teach this area of the curriculum.

Where possible children will return to missed learning when they return to school.

## **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	2.5 – 3 hours a day
Key Stage 1 (Years 1 and 2)	3 hour a day
Key Stage 2 (Years 3-6)	4 hours a day

## Accessing remote education

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

- Online Remote Education can be accessed via Microsoft Teams. All children have access to their login details which were shared with parents earlier in the year. These can be accessed by ringing the school office also.
- Work will be posted on Teams in the assignments section for children to access. All work, where possible will be posted the previous day to allow parents time to look at it.
- A live session will take place each day via Teams
- To support with Remote Home Learning, children have access to various online learning platforms; Timestables Rockstars, Numbots (Year R-4), Spelling shed and Oxford Reading Owls (Year R-4)
- Other useful websites can be found on the school website

### 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:

- Packs of learning are held in the school office for each week and can be printed and collected from the office on request. Work can also be submitted this way and dropped into the school office for marking and feedback
- A limited number of laptops to support individual families have been requested via the DfE scheme and given out to those families in need. The school, will request more if and when they become available
- A limited number of school devices have been circulated to families in need.
- Teachers and SLT will also call families and talk to children needing support where digital or online access is a problem
- If you have online access but are struggling with an element of TEAMS please direct any calls or emails to Mr J Dickson – the Deputy Headteacher

Where children are struggling with online access they should email or call the school office on:

Phone Number: [01375 891383](tel:01375891383)

Email: [admin.orsett@dcvst.org](mailto:admin.orsett@dcvst.org)

## How will my child be taught remotely?

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

We will use a range of different strategies in order to deliver our remote teaching. The main strategies are outlined below however the school is constantly looking at ways to improve our remote offer and adding different strategies:

- Live teaching (online lessons on Teams). At present this is one 25-30 minute session a day in all year groups. The school are currently looking into adding more Live calls in KS2.
  - Teacher may make use of Break out rooms for small group work
  - During this time new concepts will be taught as well as readdressing misconceptions and clarifying learning for the day
- Recorded teaching (e.g. video/audio recordings made by teachers)
- Work will be uploaded into assignments section for children to complete on Teams
  - This will comprise of 4 pieces of work a day – English, Maths, Phonics (EYFS/KS1), GPS (Year 2 – Year 6) and foundation subjects each day including PE weekly
  - Feel Good Friday focuses on Well being
  - Active Maths session provided once a week in phase groups by sports partnership
  - Daily Worship time (pre-recorded video)
- Resources to support learning e.g. word mats, PowerPoints, number lines uploaded on to Teams will be available for children to access
- Printed paper packs are available from school if not able to access online
- Oxford Reading Owls reading books access available online for all pupils up to Year 4
- Children have access to educational subscription sites to support English and Maths including Numbots, Time Table Rockstars and Spelling shed
- Parents are advised of access to commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences – this in no way replaces our remote learning offer, but is an additional resources parent can access.



## 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?

- Pupils are expected to engage with the remote learning offer in a way that suits their family context. Our remote learning provision is designed to be flexible so that all children can engage in a way that suits them. We encourage communication with parents/carers to offer support in arranging their remote learning routine.
- All assignments and work uploaded to TEAMS is uploaded the night before to allow parents time to look over work. Work can be completed in any order to suit a families context
- All work has a hand in time of 5pm but can be handed in late to allow working parents the scope to complete learning at a time that suits their working hours.
- Ideally all 4 pieces of work will be completed daily and turned in on time for marking and feedback.
- Teachers can be contacted through Teams private Chat channels or the school office for support with the work set.
- Where parents are struggling with workload or teaching we would ask they contact the school for support
- Children should attend at least Session 1 of live teaching to introduce learning for the day.

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

- During the Teams session a register is taken.
- Registers will reflect those attending calls, those engaging with work and those who are not
- This attendance is then recorded daily.
- Children not attending live sessions or engaging with work will receive a message or phone call home from their class teacher in the first instance. This is passed on to SLT who will speak to parents to offer support if contact cannot be made.
- Some children will receive a phone call weekly to support them further.
- Where there are concerns around engagement children may be offered a school space

### 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 valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Teachers will acknowledge work daily and provide in depth feedback at least once a day. Staff will let children know which piece of work each day will be provided with more lengthy feedback
- Teachers will feedback on work daily that has been turned in by 1.30. Work turned in after this time may not be commented on until the next working day however staff will endeavor to.
- Some assignments will be awarded points. Where this is the case work may be marked using a points system. In some cases a rubric will be used which has a points system for meeting certain criteria. Children will always be alerted where this is the case.
- Children can earn dojo points, proud postcards for great work.
- Where detailed feedback is given children can edit and return for further marking and feedback
- We have an 'open door' policy and any concerns about a child's work or progress can be discussed with the Class Teacher or parents. Call the school to arrange a phone call.

## **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:

- Personalised learning will be created for individuals with EHCP where appropriate
- Differentiated learning tasks set by the Class Teacher
- The use of visual aids and resources to be shared on TEAMS, as well as links to online resources
- Range of tasks set to cater for all styles of learners, including videos, pictures, texts and worksheets.
- Support from the SENCO with regards to individual targets and One Plans. All EHC children will be rung weekly by the SENCO
- 1:1 sessions or small group sessions are being planned for future weeks
- Use of break out rooms during Live sessions to enable those needing extra support time to reflect
- Support for SEN children on school website with suggested interventions and activities

## **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?**

- Work will be uploaded on to Teams, in the same way explained above. However, the live Teams sessions will not take place.
- A phone call each week to the child will take place to check the welfare of that individual and talk about their learning. Staff will always be available at the end of each day to discuss any needs the child may have.
- Where possible and if able the teacher will call them into any learning during the day via TEAMS to hear main inputs.