



## **Remote education provision: information for parents/carers.**

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?**

In the first day or so pupils may be sent home with workbooks or paper-based work to complete at home. There may also be websites to access resources indicated and children may receive log in details for learning apps they can access at home.

### **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, science or PE lessons may look different at home than they do at school. This may be due to different resources that may be available or different methods of teaching.

### **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- Nursery/ Reception	1-2 hours per day
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Key Stage 1	2- 3 hours per day
Key Stage 2	3 hours per day

## Accessing remote education

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

These are the main online tools or digital platforms that we are using, either for delivery or for assessment:

**Class Dojo** – online learning app. This can be used to receive and submit (upload) work for marking , share messages, and for staff to record short lesson introductions or videos.

**Microsoft Office 365 suite** , including Microsoft Teams for live and recorded lessons /sessions.

### 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:

School can be contacted if there are issues around suitable online access at home We will try to help if we can. Please contact Mr Soler, via the school office 01913770497 or [bowburnprimary@durhamlearning.net](mailto:bowburnprimary@durhamlearning.net)

- We will lend laptops or tablets (ipads) to pupils, if we have them available, for a period of time whilst children are undertaking online learning.
- We will issue or lend devices that enable an internet connection (for example, routers or dongles), where available.
- Parents can request access to any printed materials needed if they do not have online access. This can be done by contacting the school office in the building where the child attends and indicating which class the child is in. Materials can be collected or can be delivered in some circumstances.
- Pupils can submit work to their teachers if they do not have online access by parents bringing work to school. This will need to be isolated for 72 hours before marking as per our Covid risk assessment.

## How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- recorded teaching (e.g. Oak National Academy lessons, recorded videos /audio made by teachers on Class Dojo posted by class teachers which may introduce the task or address any misconceptions, recorded teaching in Microsoft Teams.)
- live teaching (online lessons) using Microsoft Teams. This may happen daily or a number of times per week, often at a regular time .
- printed paper packs produced by teachers (e.g. workbooks, worksheets, activities.) These may be especially helpful for younger pupils in EYFS, KS1
- textbooks and reading books for pupils to have at home. These may need to be changed only on a given day of the week to allow for quarantining
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences. For example through White Rose Maths, Twinkl, Reading Plus, Times Tables Rockstars, Lexia, Bug Club, spag.com, Mathletics.
- Ongoing long-term project work and/or internet research activities

## 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?**

- We expect that all pupils engage with remote education. (The amount of engagement will vary depending on the ages of pupils.)
- We expect that there will be a good level of parental support, for example, setting routines to support your child's education, helping them to access or submit learning materials
- We expect that where ever possible children are provided with a quiet space to work and are encouraged to develop good habits for learning , such as we would encourage in the classroom.

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

- We will check regularly ( at least daily ) how children are interacting with home learning . This can be done by seeing if work is uploaded, if children log on to live sessions or if pupils are engaging with learning apps such as Reading Plus when they have been directed to do so.
- Where engagement is a concern, class teachers will aim to contact parents as soon as possible via telephone or messaging via Class Dojo. If lack of engagement continues this will be followed up by Parent Support Adviser or a member of the School Leadership Team.

## **How will you assess my child's work and progress?**

Feed back 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:

- We will assess pupils work returned to us for example in the Class Dojo pupil portfolio, returning it for follow up improvement , editing or correction if appropriate
- Assessments may be carried out with quizzes or short tests which may be completed independently and self -marked
- Pupils may not received feedback on every piece of work they submit , or this may take a few days , depending on the volume of work submitted at any given time .

## **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), or very young children 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:

- We will work with families to deliver remote education for pupils with SEND. This may involve providing differentiated activities matched to needs of pupils or targets set in support plans. This could take the form of individualised packs provided by staff for collection by parents.
- We may be able to provide resources for loan if appropriate to support learning
- We will also work with families to deliver remote education for our younger pupils, for example those in Nursery and Reception will be provided with learning packs/ resources if necessary. In Nursery activities will be linked to areas of learning and a daily challenge will be given, which may involve practical activities and /or outdoor learning.

## **Remote education for self-isolating pupils**

Where individual pupils need to self-isolate but the majority of their peer group remains in school, the remote education which 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?**

Children who are self- isolating will be provided with learning materials appropriate to their ages and abilities and are as closely matched to the activities and learning happening in school as possible . This will include as a minimum: English (including reading ) Maths and foundation subject or subjects (eg history, science ) to be completed daily.

There will be direction to recorded teaching (e.g. through National Oak Academy) if appropriate and any learning apps. and resources (with login details if needed) which will support the learning at home.

Feedback will be provided if paper- based resources are returned or if work is submitted to Class Dojo. Feedback on Dojo may be given on the same day or may be given at an appropriate time(s) during the period of self- isolation.