

Remote Education Provision Information for Parents/Carers

DURSLEY C_{of}E
PRIMARY ACADEMY 

January 2021

This information is intended to provide clarity and transparency to pupils and parents/carers about what to expect from remote education where national or 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 24-48 hours 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. Please follow the link to our school website:

www.dursleycofeprimaryschool.org.uk/coronavirus/remote-learning

What should my child expect from immediate remote education in the first 24 – 48 hours of being sent home?

Pupils have immediate access to remote learning via the school website. A Remote Learning Folder is available in all homes with work, materials and log-ins ready to use immediately. In addition, this initial offer can be supplemented by use of National Oak Academy.

All pupils have a MS Teams account and therefore can be taught 'live' from the classroom and pupils and parents/carers can use this in order to communicate directly with the class teacher.

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.
- Lessons delivered in school are available on Windows Teams by 8.00 a.m. However, we have needed to make some adaptations in some subjects to allow for home circumstances. For example, PE is a subject we recognise cannot be taught the same in the academy as in home.

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 and Key Stage 1	<p>As a minimum, both recorded and live direct teaching will be up to 3 hours.</p> <p>We recognise that for younger children their ability to focus is developmental and individual, so our learning is designed to be broken up into sessions to suit.</p> <p>If you are having difficulty with the amount of learning provided please contact your class teacher.</p>
Key Stage 2	<p>As a minimum, both recorded and live direct teaching will be no less than 4 hours.</p> <p>We recognise that for younger children their ability to focus is individual and developmental, so our learning is designed to be broken up into sessions to suit.</p> <p>If you are having difficulty with the amount of learning provided please contact your class teacher.</p>

Accessing remote education

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

At Dursley, we are currently using Microsoft Teams to deliver opportunities for teaching and learning as well as on the academy website.

Through MS Teams, teachers are available daily, live.

Documents are uploaded by 8.00 a.m. daily for learning and opportunities for work to be returned is also through Microsoft Teams (Reception Classes also use Evidence Me).

If my child does not have digital or online access at home, how will you support them to access remote education?

At Dursley 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:

- We make phone calls to those pupils who are unable to engage in digital education to try to identify and overcome barriers together
- Where possible, we might provide technology such as a laptop
- Where possible we will support families in applying for additional data or broadband if they are eligible
- We provide paper based packs of work that can then be returned for feedback

What do I do if I need access to technology or a paper copy for remote learning?

- A survey has been completed (October 2020) so that leaders at Dursley have a clear overview of technology access per family.
- In the case of a bubble or national lockdown staff will make phone contact within 24-48 hours to all families to ascertain current technology capacity within the home.
- Where additional technology is needed we will endeavour to support families where possible. We will be guided by DFE guidance on how best to allocate this resource.
- If a family require a paper based solution this would be set up via a telephone conversation with staff as above.
- Paper based learning will be set on Mondays, to be collected and returned on the same day. In addition, the class teacher is available by phone (via the academy office) or on Teams for daily feedback and support.

How will my child be taught remotely?

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

At Dursley, we will use a range of remote teaching approaches including:

- Use of the Remote Learning Folder that includes work and resources.
- **Synchronous teaching** with live learning (face to face and discussion chat rooms via MS Teams online) and **asynchronous teaching** (online teaching, where teaching materials are posted online, and learners work through them in their own time, communicating with each other and the teacher via discussion chat rooms).
- Blended learning using a number of websites and online resources.

Subject	In School	Resp.	Home-work	Resp.	Remote Learning	Resp.
Phonics	Letters and Sounds Purple Mash	Teacher	Letters and Sounds Purple Mash (Not Rec)	Teacher	Office 365 – Letters and Sounds Purple Mash	Teacher
Spelling	Purple Mash Scheme	Teacher	Purple Mash	Teacher	Purple Mash	Teacher
Individual Reading	Reading Scheme	Teacher	Reading Scheme	Teacher	Reading Planet On-line (KS1/2) Serial Mash Books on Purple Mash (KS2)	Teacher
Whole Class Reading	Class Books	Teacher	-	-	Whole Class Reading Videos	Teacher
Writing	T4W	Teacher	-	-	T4W Videos Office 365	Teacher
Maths	X –Table Rock Stars Can Do Maths	Teacher	X –Table Rock Stars Can Do Maths	Teacher	X –Table Rock Stars Can Do Maths via 365	Teacher

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?

- The school has a duty to provide Remote Education and therefore all pupils are expected to engage with Remote Learning, whether virtually or via paper packs.
- The school will provide an indicative timetable for each phase of school. This will support parents in creating clear routines and expectations at home for their children.
- If parents and carers are having difficulty trying to engage their child in remote learning, we ask that you contact staff via the Academy Office at
admin@dursley.gloucs.sch.uk

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

- Engagement with remote education is monitored daily through the completion of tasks and activities set by the class teacher. The class teacher is expected to monitor attendance and engagement with pupil's remote education and will take steps to check on individuals where concerns are raised. These steps may include a phone call from a member of staff to discuss with parents/carers whether there have been some difficulties accessing the learning, and will offer strategies if further support is required.
- If following this contact, engagement remains a concern, the class teacher will speak to the Senior Leadership Team who will take further steps to promote and improve engagement. They will make contact with parents/carers via telephone contact, or if felt appropriate, a home visit.
- The school Special Educational Needs and Disability Coordinators (SENDCo) Mr. Wright and Mrs. Kingscote will be monitoring engagement from pupils with SEND including those with an Education Health Care Plan (EHCP) and those identified as vulnerable. Where engagement is low, parents/carers will be contacted to discuss how the school can support further.

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:

Immediate feedback will be given through:

- Chatroom discussions
- Self-marking
- 1 to 1 interaction tools (via MS Teams Channel)
- Feedback on assignments using MS Teams and for Reception – Evidence Me.
- Peer interactions – these will be enabled through group chats or live video linking via MS Teams
- Low stake quizzes, simple on-line assessments etc.

The school feels it is vital for teachers to stay in regular contact with pupils. Therefore, teaching staff will endeavour to respond within a day to finished work. This may take the form of a comment in a live session, discussion in a chat room or whole class feedback. Certain pieces of work, such as end of unit pieces of writing, will receive more detailed feedback.

Where a pupil does not have technology and is using a paper based solution, they can return their work for the week each Monday by 3:30pm and the class teacher will provide either written feedback or provide verbal feedback via the telephone.

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:

- For pupils with SEND, we recognise that teachers are best placed to know how the pupils' needs can be most effectively met to ensure they continue to make progress even though they may not be able to be in school. The requirement for all schools by the Department for Education (DFE), including Dursley, is to use our **'best endeavours'** to secure the special educational provision called for by the pupils' special educational needs. We will work collaboratively with families to put in place, **'reasonable adjustments'** so that pupils with additional needs can successfully access remote education. Adjustments may include, but not limited to:
 - Work carefully designed to enable all pupils to access learning
 - Additional resources such as visual timetable, now and next board, number lines, writing slopes, pencil grips etc
 - One to one or small group remote intervention, such as precision teaching or follow up mop up sessions to address misconceptions.
- Where pupils have an Education Healthcare Plan, it remains the duty of the LA and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, when a pupil or household member may be self-isolating. In this situation, a discussion will take place between the SENDCo and parents/carers and agree how the pupils' needs can be best met. These will be considered on a case by case basis.

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?

Once the school has been notified that a pupil is self-isolating, we will contact the family within 24 hours to assess the family circumstances and IT capability. From day two of isolation, arrangements will be made for the pupil to have full access to technology and therefore, will be able to receive teaching through MS Teams. Alternatively, paper packs will be produced. This will be considered on a case by case basis in collaboration with parents/carers.