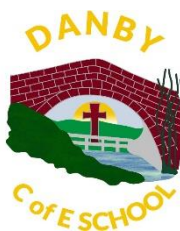


Danby CE VC Primary School



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?

Should pupils be sent home directly from school, pupils will be sent home with work to complete independently in the first instance including for example: Read Write Inc. Spelling Books and Schofield and Simms Mental Maths

Google Classroom is the platform that we use to provide remote learning and every endeavour will be made to place work in the virtual classroom as soon as possible.

Work may also be emailed to parents prior to being placed on our remote learning platform – Google Classroom.

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 may have to make some minor adaptations in some subjects. For example: adapting a practical Food Technology lesson to a 'how to design a recipe' lesson to ensure that children are not encouraged to carry out cooking activities at home unsupervised

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:

Key Stage 1	A minimum of 3 hours learning including daily Maths, English and a topic subject
Key Stage 2	A minimum of 4 hours learning including daily Maths, English and topic subjects

Accessing remote education

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

In our school we use Google Classroom, an online platform for delivering our school curriculum in a virtual classroom environment.

You can access classroom and find parental support guidance on our Remote Learning Webpage [HERE](#). The school will provide your child with a login.

We also offer a daily Collective Worship followed by a live meet with class teachers for a daily briefing on Zoom. The school will provide a zoom code/link.

Google meets within the virtual classroom are also used for teaching inputs and feedback 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:

- The loan of devices e.g. Chromebooks to families with limited/unsuitable devices to support online learning – please contact the school directly to arrange a loan if required.
- We will procure and issue devices that enable an internet connection e.g. routers in line with the DfE guidance [HERE](#)
- We will provide printed materials, text books and practical equipment to those families who are unable to establish online access
- Should pupils not have online access they can submit work to their teachers by weekly drop off of completed work directly to the school, posting completed work, photographing completed activities and work, emailing work.

How will my child be taught remotely?

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

Some examples of our remote teaching approaches:

- Daily act of Collective Worship followed by Class Briefings to explain activities for the day
- live teaching/daily contact through zoom or google meets
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers or use of other high quality professional recordings)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils 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?

Parent Expectations: *Please know that we do understand the challenges and constraints of home learning and will do our utmost, within the permitted rules and guidance, to assist and support you and your children in any way that we are able.*

- To keep in regular communication with the school by reading our regular newsletters and keeping up to date, engaging in telephone/email/googlemeet/zoom dialogue as necessary
- To let us know if you require support with devices or internet provision
- To encourage your child to participate in remote learning experiences as much as possible, we are fully understanding of the challenges of family life
- To prioritise English and Maths learning when time/access is limited

Parent Expectations - Live Engagement:

You agree that:

- your child can participate in 'Live Sessions' with school, but that you must be aware of them before your child joins.
- if the need arises for your child to have a 1:1 session- you agree to provide explicit permission at the start of the session, including permission for the session to be recorded.
- your child will be appropriately dressed for all 'Live Sessions.'
- when your child participates in 'Live Sessions,' that they are in a public household area.
- sessions your child participates will be recorded, in case the need arises to review activity.
- your child will not have access to other calls/texts and social media during 'Live Sessions.'
- any other person in the household who may be seen/heard during the live session, will use appropriate language.
- 'Live Sessions' must only take place on school-agreed platforms (Google Classrooms and Zoom.)
- the time, date and length of any sessions that your child participates in will be noted by the school
- You are aware that you/your child will be visible throughout all 'Live Sessions'.
- your child should conduct themselves in the same way that is expected in school and acknowledge that they may be sanctioned following school behaviour policy.
- not to record, share or distribute any 'Live Sessions' provided by school.
- if myself or my child finds any issues with the online platform, we will report it to school immediately

Pupil Expectations:

- All children will behave towards others as they would in school in accordance with our school Code of Conduct.
- To engage daily where possible, prioritising Maths and English work

Pupil Expectations – Live Engagement

I agree:

- That if I need a 1 to 1 'Live Session,' I must get permission from an adult and they must be there to agree with my teacher.
- to wear appropriate clothing during 'Live Sessions.'
- to be in a public household area during 'Live Sessions.'
- I know that my 'Live Sessions' will be recorded for mine and others safety.
- to behave as I would in school following our School Code of Conduct.
- to only use school approved platforms (such as Google Classrooms and Zoom.)
- I am aware that I am visible in all live sessions.
- not to record, share or distribute any 'Live Sessions.'
- that I will not participate in other calls/texts or social media during 'Live Sessions.'
- that for every activity I participate in, I will make sure an adult knows.

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

In this section, please set out briefly:

- Teaching staff will be checking Google Classroom engagement and submissions, and school emails, daily
- Parents will be contacted via email and/or telephone if concerns are identified with engagement or quality of submissions.
- Live meetings may be set up to speak with children and families if 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:

In this section, please set out briefly:

- Children are encouraged to use a traffic light system to indicate to the teacher their level of understanding of the task
- feedback will be provided through Google Classroom or email to parents or a recap lesson
- in some cases, feedback maybe provided through google meets
- whole class feedback also occurs in our daily morning briefing for the day before
- pupils will receive feedback within a 24-hour period within the working week

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:

In this section, please set out briefly:

- We will work with individual families to ensure that we are providing the right support for children with SEND.
- This may include provision of individualised work, setting up an individualised Google Classroom
- Assigning a specific teaching assistant to provide remote intervention
- Providing resources to be used at home where use of technology is not appropriate.

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?

- We will take a similar approach to as previously discussed to supporting children who are self-isolating to ensure that they are still accessing an appropriate and well planned curriculum as they would in school.
- Response times may be less prompt whilst teachers are carrying out in school teaching as well as supporting pupils at home.