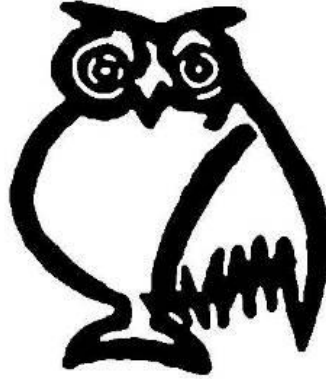


Danbury Park Community Primary School



Remote Education Provision: Information for Parents and Carers

Be wise, be happy, belong

22nd January 2021



Danbury Park Community Primary School

Remote Education Provision: Information for Parents and Carers

This information is intended to provide clarity and transparency to pupils and parents/carers about what to expect from remote education if local or national restrictions require entire schools, cohorts (or bubbles) to remain at home. For details of what to expect where individual pupils are self-isolating, please see the final section.

1. The remote curriculum: what is taught to pupils at home

Should a closure of a bubble occur whilst full attendance is expected at school, a pupil's first two days 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?

To cover the first two days of any COVID-19 related absence, teachers have already uploaded work onto *Google Classrooms*. Pupils were provided with login information and passwords when the platform was first introduced by the school and new pupils are given this when they join the school. This work covers English, Maths and a topic-related set of activities. Paper copies will also be made available during this time if required.

We will move as quickly as possible to teacher directed learning following our curriculum map.

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?

Wherever possible and appropriate, we teach the same curriculum remotely as we do in school. However, we will make some changes in some subjects. For example, Science may be adapted so that we use resources that families would be likely to have at home and that children can manage in the home environment.

For English and Maths the class teachers will provide a lesson and work for each day of the working week. Learning activities for other subjects will be uploaded to cover the whole week following our curriculum maps as far as possible. Overall pupils will still have a key skills-based day of learning. Teachers will suggest timetables, however, these can be adapted by parents and carers according to the individual circumstance of each family.

2. 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:

Phase	Average Time per Day	Including those activities usually set as homework
Early Years Foundations Stage	2 hours	Reading (10 - 15 mins per day) Phonics practice (Sound and Word Walls) Number recognition practice



Phase	Average Time per Day	Including those activities usually set as homework
Key Stage 1	3 hours	Reading (10 - 15 mins per day) Phonics practice (Sound and Word Walls) Spelling practice Learning of multiplication table and number facts <i>Mathletics</i>
Key Stage 2	4 hours	Reading (10 - 20 mins per day) Spelling practice Learning of multiplication tables and number facts <i>Mathletics</i> <i>Times Tables Rockstars</i>

3. Accessing remote education

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

Pupils will log onto *Google Classrooms* for their class. Pupils were provided with login information and passwords when the platform was first introduced by the school and new pupils are given this when they join the school. When the school has to invoke remote education, we will remind parents/carers of the use of this platform and we will provide detailed information by e-mail.

Through *Google Classrooms* teachers set work for each class and also personalise learning with differentiated activities for groups and individual pupils according to their needs and the levels they are working at. Any resources or links that the pupils need to access will be posted here. Pupils also upload their work onto this platform and they can communicate with their teacher.

Teachers use *Google Classrooms* to set up *Google Meets* for whole classes and groups for face-to-face "live" sessions.

For pupils in Early Years Foundation Stage teachers will also continue to use *Tapestry*, the online learning journey used by school. The teachers will give parents/carers detailed information on exactly how each platform will be used.

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 a variety of approaches to support those pupils to access remote education.

Danbury Park Community Primary School will have a limited number of devices provided by the government that can be loaned to families. Due to the limited number, requests for devices will be considered by the Headteacher based on our conversations with parents/carers and against our criteria list. We ask parents/carers to only contact the school about this if there are no other suitable devices in the household that the child could use. We understand that there are often siblings in the same house trying to access devices. This is why many of our lessons include videos or recordings and can be accessed at any time. Children can also submit work as a photo, rather than completing it electronically. *Google Classrooms* can also be accessed on a mobile phone. As a result, we hope most pupils will be able to access the learning.

If a device is needed, then parents/carers should contact the school office. If this is agreed, parents/carers will be asked to sign a loan agreement. Once this is signed and approved, the school will give you a device for the period of the lockdown or isolation. Information about how to set up devices comes with the laptops.



If families are struggling with connections to the internet, parents/carers should contact the school Office Manager, who will ask for your permission for the school to apply, through the government scheme, for additional support (4G routers or additional data).

Details of this can be found: <https://get-help-with-tech.education.gov.uk/about-increasing-mobile-data>

If families do not have access to online learning, parents/carers should inform the school by phone. The school will then print hard copies of the work that has been set, giving parents/carers as many days of learning as possible in one bundle. Parents/carers are expected to collect these from the school office where possible.

In order to submit work that is not completed directly online to teachers, photos can be taken and sent to the teachers through *Google Classrooms*. If parents/carers have no internet access at all, completed work should be handed in or posted to the school office. Arrangements will be made for teachers to mark the work and return it to the child as soon as is feasibly possible.

How will my child be taught remotely?

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

- Recorded lessons. These lessons will last for approximately 15 minutes but teachers may post more than one session for each lesson. They may also post a video for example sharing answers in maths, so that children are able to self-assess their learning.
- Live lessons, which also provide opportunities for pupils to see their class teacher and other pupils in their class.
- Tasks, which are set and explained within the instructions for each lesson. The tasks will be differentiated and will be assigned to individual or groups of pupils to meet their personal learning needs based on the teachers' knowledge of them. Teachers will also post the resources that children need and this may include links to other online resources or clips e.g. *BBC Bitesize*.
- English and Maths lessons, which will be set for every day of the working week.
- Learning tasks for other subjects following the curriculum maps, which can be undertaken over the course of the week.
- Pupils may be directed to other resources or websites to support their learning. These might include lessons from the White Rose Hub or Oak National Academy.
- Pupils will also be expected to use the websites and apps we access in school such as *Mathletics*, *BugClub* and *TimesTables Rockstars*.
- Pupils are expected to continue reading at home and in Key Stage 2 maintain their reading journals. Teachers will make arrangements using *Google Meets* to hold regular reading conferences so that pupils in Key Stage 2 can continue to progress through the reading awards system.

Pupils who cannot access online learning will complete printed packs of work, which will reflect the work set online.

4. 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?

Lessons are provided so that pupils can access them as much as they need in order to help them complete the tasks. If children are struggling with the activities or have questions, they will be able to contact the class teachers through *Google Classrooms*. Parents/carers can also use the class email address.



Parents/carers are invited to support their children as they participate in the lessons. Setting routines for children is very important and we understand that siblings might not be able to complete learning at exactly the same time. Any timetables given by the teachers are suggestions only. However *Google Meets* necessarily need to take place at the scheduled time.

Pupils have the option to complete assignments online or on paper and then upload them as a scan or photograph. The task should be marked as “done” once they are completed. Pupils are expected to complete the English and Maths tasks on the day set and one other task in another subject each day.

From time-to-time teachers may be required to work on site with those pupils eligible to be in school and therefore their time working online and giving feedback will be reduced. Parents will be informed when this is timetabled to occur.

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

The school will contact families where pupils do not submit completed tasks or attend the *Google Meets* and we are unaware of any valid reasons. Teachers will check and log engagement daily. If a pupil is not engaging then school will e-mail and then phone the family to offer support. Engagement means submitting work online or completing hard copies.

How will you assess my child’s work and progress?

Assessment can take many forms and may not always mean extensive written comments for each task. Where possible teachers will give a personal written comment to each pupil on their English and Maths work and on one other piece of completed work each day. Feedback may also be given in a group *Google Meet* where there are common misconceptions or common development points. For topic related tasks or longer projects such as those in Design and Technology, teachers may provide general feedback with a final more detailed comment at the end.

Lessons and tasks will be adjusted weekly based on our assessments of the pupils’ understanding as gathered from completed tasks.

Progress and feedback will be shared with parents/carers through our “keeping in touch” e-mails and phone calls to you.

5. 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/carers to support those pupils.

As the learning is prepared by the pupils’ own class teacher, lessons will be differentiated and delivered as usual in a way that supports them. There will be additional resources for pupils who may need support, such as word banks, examples and sentence starts. If parents/carers require further support, class teachers can be emailed or they can request that a parent phone them directly.

The school’s SENCO will also support individual families specifically those with children who have EHCPs and will contact them on a weekly basis, where the child is not in school. Work can be assigned for specific pupils, so teachers will differentiate work accordingly. The class teacher and SENCO may feel it is more appropriate for some pupils with SEND to access hard copies of work, and if this is the case, they will contact parents/carers to arrange this.



Remote education will be delivered in the same way to all year groups, although in Early Years Foundation Stage teachers and families may also use *Tapestry*, the online learning journey used by school and with which parents/carers are already familiar. Younger pupils will be able to view lessons but may need to focus on fine and gross motor control, therefore completing work on paper. Teachers will suggest this in their lessons if this is appropriate. There will also be a greater emphasis on more practical activities and as a result, parents/carers may want to take photos as evidence. Practical lessons are very important at this stage, but parents/carers will not need special resources. Household objects will be used to make learning as easy as possible. In Key Stage 1 pupils will additionally receive regular online phonics lessons and tasks.

6. 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?

If a pupil is self-isolating, work for the first two days is readily available on *Google Classrooms*. After this time, if the rest of the bubble is in school, the teacher will make contact with the family. The teacher will upload work daily based on what is being taught in class each day.

If a whole bubble closes, pupils can access the emergency two days' work on *Google Classrooms* immediately and the teacher will move as quickly as possible to the remote learning as detailed above.