



Shincliffe CE 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 if 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 guide.

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?

Pupils will be set work via DB Primary to complete independently in the first instance.

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, in PE, Music, Science, Art and DT and where activities involved group learning.

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	3 hours
Key Stage 2	4 hours

Accessing remote education

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

Children will access the resources via DB Primary.

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:

- In some cases, we will lend laptops or tablets to pupils via the school office. Parents or carers can find more information by contacting the school. There will be an agreement for parents to sign
- We have a number of SIM cards available for educational data which can be loaned to families.
- If pupils need to access printed materials because they do not have online access these can be collected from school
- If they do not have online access pupils can submit work to their teachers via delivery to the school office

How will my child be taught remotely?

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

As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

Some examples of remote teaching approaches:

- Recorded teaching using, for example, Oak National Academy and White Rose Maths lessons and video/audio recordings made by teachers
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Textbooks and reading books pupils have at home
- Online reading books
- 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?

We expect pupils to engage with remote education each day. We hope that parents will support their children as they are able by, for example, setting routines to support your child's education.

Parents should endeavour to support pupils' remote learning by creating a positive environment for their child to learn, for example:

- Distinguish between weekdays and weekends, to separate school life and home life
- At the end of the day, have a clear cut-off to signal school time is over
- Create and stick to a routine
- Provide the correct equipment in order for your child to complete the work given
- Designate a working space if possible
- Make time for exercise and breaks throughout the day to keep your child active
- Reinforce the importance of children staying safe online
- Be aware of what your child is being asked to do, including: sites they will be asked to use and the school staff your child will interact with
- Emphasise the importance of a safe online environment. Set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on
- Encourage your child to work to the best of their ability and praise their efforts

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 pupils' engagement with remote education daily via DB primary. Pupils are expected to ensure work is submitted by the end of every school day
- Where engagement is a concern, we will contact parents and carers by telephone

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:

- Whole class feedback will be provided daily in the class forum via DB Primary which will be followed up in the next day's video with next steps in learning
- Pupils' work is marked each day after submission via DB Primary. This enables individual feedback to each child
- Weekly feedback by telephone for each child
- Quizzes marked automatically via DB Primary
- Where My Maths and SPAG.com etc. are used assessments carried out enable teachers to evaluate progress
- For those without internet access, pupils will receive feedback on their work at least weekly via telephone.

Additional support for pupils with particular needs and very young children

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:

- We will adapt and rephrase/shape tasks so they are appropriate.
- Additional telephone contact from school staff
- Young pupils (Reception and Year 1) are likely to have particular needs which cannot easily be met in some of the ways described above. For such pupils, the priority will be progress in early reading and phonics. We will ensure continued access to appropriate reading books and resources for early readers through the provision of both online books and school reading books. Helping parents and carers to continue to support children in their early reading and through structured practice of phonics content, is a key aspect of remote educational provision for young children. Other content will include providing guidance for supervising adults to ensure that time is used as productively and developmentally as possible. This will be provided via the DB Primary class pages.

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 ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects.

The school will endeavour to:

- Provide immediate access to our online learning platform DB Primary
- Provide / signpost families to online, high quality lessons, videos and resources daily that follow the teaching sequence followed within school
- Ensure all resources and lessons provided, link to current curriculum objectives within their classroom
- Carry out a welfare call to feedback on remote learning at least weekly
- Provide paper-based resources if the child has no internet access at home