



**Dallington Church of England Primary School**

**Remote education provision**

**September 2022**

## **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 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?**

Work will be set on Google classrooms. Each child has an individual log in for the site and there is an instructional Power Point on our website to show how to access the provision. <https://www.dallington.e-sussex.sch.uk/remote-learning/>. Please contact the school if you need the password reset or require assistance.

### **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. The school recognises that certain subjects are more difficult to teach remotely, e.g. music, sciences and physical education. Teachers will provide effective substitutes for in-person teaching such as voice over support on slides. Teachers will review their long and short term planning to make reasonable adjustments in order for pupils to achieve to the best of their potential. When teaching pupils who are working remotely, teachers will:

- Set assignments so that pupils have meaningful and ambitious work each day.
- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including weekly contact with teachers.

## 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:

Primary school-aged pupils	Key stage 1 – Dallington and Woods Corner class - 3 hours  Key Stage 2 – Bodle Street and brightling class – 4 hours
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## Accessing remote education

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

Work will be set on Google classrooms. Each child has an individual log in for the site and there is an instructional Power Point on our website to show how to access the provision. <https://www.dallington.e-sussex.sch.uk/remote-learning/>. Please contact the school if you need the password reset or require assistance.

### 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
- If pupils need to access printed materials because they do not have online access these can be collected from school.
- Teaching staff will monitor the academic progress of pupils without online access through submission of work packs to school. Feedback can be provided and submitted with the subsequent work pack.

## 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

- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Recorded teaching using Oak National Academy/BBC bite size lessons
- Video/audio recordings made by teachers to support work set
- Printed paper packs produced by teachers (e.g. copies of work online and /or workbooks, worksheets)
- Textbooks and reading books pupils have at home
- Online reading books
- Spelling shed
- Mathletics
- Weekly meet and greet with the 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?

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
- To be realistic about what can be achieved
- To monitor their child's mental health and adapt their approach to meet the needs of both parent and child.
- 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
- Emphasise the importance of a safe online environment
- 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
- Encourage your child to work to the best of their ability and praise their efforts
- To communicate with the school if they have concerns or questions.

## **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 Goggle Classroom. 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
- Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed or there are concerns

## **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:

Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the SENDCO and head teacher as soon as possible.

- Whole class or individual feedback will be provided daily. Either as an overview of the activity or the children's work.
- Quizzes marked automatically via Google classroom
- Teachers speak to their classes remotely every week – support can be offered then.
  - School is in communication with families and support can be offered to families or individuals when needed

## **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:

Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENDCO as soon as possible.

- We will adapt and rephrase/shape tasks so they are appropriate.
- Differentiated activities will be provided through Google classrooms
- 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. 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.

## **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 Google Classroom
- 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