



Dawley Brook Primary School

Providing Remote Education: 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 document.

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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?

- Your child will have immediate access to regular learning platforms like TT Rockstars, PhonicsPlay etc. which they already possess the logins details for.
- By the start of the first morning of absence, the class teacher will provide remote education which reflects the work that was being completed in class at the time that they were sent home e.g. activities which they would have completed had they been in class. This will be provided by School PING with support being available from the class teacher via the class email addresses.

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, we have adapted our long term writing sequence to follow units of work which can be supported by The Oak National Academy resources so that high quality recorded teaching can be provided to support both children and parents/carers.
- In addition to this, family learning themes have been created to allow the enrichment of the children's curriculum offer via the use of shared themes which have been differentiated to meet the needs of the children in each year group. Shared family learning themes allow parents/carers with children in multiple year groups to work on the same theme making the process more manageable on a daily basis.

How long can I expect work set by the school to take my child each day?

We have set enough work within our remote learning offer to at least match the equivalent length of the core teaching the children would receive if they were in school. In addition to this, we have signposted parents/carers to other ideas which can be used to help extend and enrich the children’s educational offer.

We expect that our remote learning offer (including remote teaching, independent work and family learning opportunities) will take pupils broadly the following number of hours each day which is inline with the expectation set by The Department for Education:

EYFS & Key Stage 1	3hrs
Key Stage 2	4hrs

Reception: We have provided direct teaching resources which will support a remote learning offer which is broadly inline with the Key Stage 1 expectation. However, as in school we would expect this time to include play based opportunities where the children have the opportunity to explore the environment in which they live.

You have lots of things to balance in the home environment which we do not need to contend with in usual educational circumstances. There will be days where the children and/or you may need to focus on other activities in order to ensure everyone’s physical and mental health is prioritised. This is expected and is understandable given the current local and national circumstances.

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

School PING will be used to deliver your child's online remote education resources at 1:00pm on the Friday before the new school week is due to begin. This platform records both the delivery, receipt and accessing of the resources which will support us in monitoring its provision to you. You will receive notification via the application on your allocated devices e.g. mobile phones/tablet etc. and your linked email address.

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:

- We provide printed materials and practical resources which can be arranged by contacting the school office via email. These will be made available for collection from the school office at 1:00pm on the Friday before the new school week is due to begin. This work can then be returned to the class teacher via the school office if you have no facility to submit work electronically.
- The Department for Education (DfE) is providing a range of support to schools, colleges, academy trusts and local authorities through its Get Help with Technology Programme.
- Parents, carers and pupils cannot apply for digital devices or internet access through this scheme themselves. However, if you think you may be eligible for support through the Get Help with Technology Programme, you can contact the school via email at info@dawley.dudley.sch.uk to discuss your individual requirements for accessing remote education.

How will my child be taught remotely?

Teacher produced remote learning packs and their accompanying resources are created on a weekly basis which outline year group specific content linked to the school's long term planning and age-related assessment criteria. These remote learning packs are a focal point for your child's remote education provision and use a combination of the following approaches to teach pupils remotely:

- Digital resources are produced which encourage the completion of paper based activities either in a workbook or worksheet format. Where possible, these resources are provided in a digital format which can be edited to reduce the need to print and aids digital submission;
- Recorded teaching resources such as those provided by Oak National Academy, White Rose Maths Hub and Dudley Performing Arts are used to provide frequent, clear explanations of new content;
- 'Live teaching' strategies are used to facilitate school events and wellbeing activities, provide whole-class feedback opportunities, provide closing the gap activities and Special Educational Needs support interventions;
- Commercially available websites and platforms such as PhonicsPlay, TT RockStars, Classroom Secrets and Twinkl are used to provide interactive resources which support the practise of subject related skills and development of specific knowledge;
- Physical/practical activities are encouraged via the weekly sports coach personal development challenges and the signposting of other suitable resources such as Joe Wicks and Cosmic Yoga due to the positive effect this can have on children's physical and mental health.

What are your expectations for my child's engagement and the support that we as parents/carers should provide at home?

To ensure that the children are progressing through the curriculum, we have structured our remote learning offer to mirror the sequence we would follow in school if the children were attending.

The teachers have created a weekly overview sheet which highlights the daily expectation in core curriculum subjects such as Reading, Writing, Mathematics etc. This is to help you know in which order the children should access their learning to support their engagement and progression. These activities will build up to some end of sequence activities which can be submitted to the class teacher enabling higher quality feedback to be given. Other work completed can be submitted for feedback but the highlighted ones are the key progress markers for your child's engagement and progress.

The Dudley Educational Psychology Team produced motivation and home learning guidance which was shared with all parents/carers. In this guidance, it outlines some ways in which you can support your child to engage with their learning:

- **Where and when:** Think about where and at what times your child is likely to be the most focused. Younger children may prefer to complete work in the morning. Consider creating a personalised work area or station with as few distractions as possible.
- **Clear expectations:** It can be helpful to set clear expectations for behaviour during learning times, but remember to be flexible. Discuss with your child what things they do in school, such as good sitting and listening. Consider making a poster or list together as a reminder.
- **Involve children in setting schedules:** When children participate in creating guidelines and schedules, they are more likely to believe the guidelines are important, accept them and follow them.

If you need support in establishing expectations please contact the school

Dawley Brook Primary's School PING and Microsoft Outlook delivery/submission loop allows for the submission of most kinds of work. You can consider the following methods to submit completed work to the class teacher via the class email address:

- Where possible, teachers have created resource files which can be edited using digital tools in Microsoft Word or via the annotation function on other digital devices. Once delivered, these can be edited to include your child's response, saved or a screenshot taken and attached to an email back to the class teacher;
- PDF versions of electronic files have been included in the delivered remote learning resources so that the website links can be clicked directly taking you straight through to the supporting resource. This will often be a link to a high quality recorded explanation of the content being covered supplied by The Oak National Academy or White Rose Maths Hub;
- Any form of digital publishing tool can be used by the children to submit their work. This may be through the use of a desktop application such as those found in Microsoft Office or similar products. They could also type their responses directly into an email to their class teacher.
- Work can be physically completed in workbooks, on paper or on the worksheets provided. This can be photographed and emailed as an attachment;
- The school office acts as the school's designated drop-off point for the return of any physical work submitted. Please be aware that any work submitted in this manner will need to go through a period of quarantine before being accessed by the class teacher which may delay the feedback return.
- For work that the children would like to celebrate with the wider school community, the school and each class has a Twitter account where photographs can be uploaded. Please be aware when using this strategy that it is best safeguarding practice to not name the child alongside any image of them.

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

We have created systems which allow both the school and parents/carers to check that the children are engaging with their remote education allowing them to continue to make academic progress. The use of School PING, the newly reinstated class email addresses and direct contact with the school via the phone system will allow a two way learning conversation to take place between yourselves and your child's class teacher so that an open dialogue can be had around their engagement.

We will check pupils' engagement with their remote education by:

1. Planning and highlighting key activities which are the minimum expectation for submission on a weekly basis. These will be identified on the class teacher's weekly overview for clarity.
2. The class teacher will provide the senior leadership team with a list of pupils who don't meet this minimum expectation by the end of school on Friday. This will begin the engagement concern process outlined below.

Where engagement is a concern, the following process will occur:

1. By the end of the school day on Friday, the class teacher will contact you in the first instance via School PING asking you to contact them via the class email address. This may be a simple reminder of a missed deadline or an initial communication of concern;
2. If no response has been received following the previous action by 9:00am Monday morning or there is repeated concern, your child's phase leader (EYFS/KS1: Miss Davies/KS2: Mr Air) will contact you by phone to discuss if any support is required to improve your child's engagement;
3. If no response has been received following the previous action or there is repeated concern, a member of the senior leadership team will contact you to formally discuss your child's lack of engagement.

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 closed question based activities *e.g. mathematics and reading comprehensions*, the class teacher will provide the answers to the set questions for the children to self-review their progress or for you to check their understanding.
- Work can be submitted to your child's class teacher via the relevant class email address. This gives the class teacher the opportunity to review your child's submitted work then provide personal feedback via a return email, celebrating their achievement and/or providing additional support as appropriate.
- The class teacher will use their end of week Zoom meeting to celebrate the class' achievements over the course of the week. It will also be an opportunity for whole-class feedback to be given concentrating on trends the teacher has seen across the work that has been submitted by the whole class to this point *e.g. if they have noticed that a lot of children have found a particular concept difficult they could go through the approach with everyone live*.
- If your child has found something particularly difficult we can also arrange further support as appropriate. This may take the form of a more detailed learning conversation with the class teacher, adapted resources to support their learning or signposting to other school-based or external professional support.

The processes and systems outlined above will allow the school to meet The Department for Education's expectation of at least weekly feedback in your child's attainment and progress, using digitally facilitated or whole-class feedback where appropriate.

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:

- As appropriate, the class teacher will share appropriate resources with parents/carers to ensure that children can continue to work on their individual development targets. The class teachers will disseminate these alongside the existing remote learning resources;
- The school SENDCo (Miss O'Hare) will continue to monitor the identified children's progress and attainment via their one page profiles and provide support to the class teacher in planning to meet their individual needs;
- If specific resources are required e.g. physical manipulatives, classroom materials etc. these can be provided by the school and collected from the school office through consultation with the SENDCo;
- Where children would normally receive additional support from SEND agencies, the SENDCo will make arrangements for those to continue via an appropriate form of engagement e.g. via MS Teams, Zoom or through the provision of externally produced resources as long as the agencies engage;
- For those children in receipt of additional classroom support, their allocated adult will continue to provide personalised learning opportunities which could be supported at home given their individual needs;
- The SENDCo will maintain regular communication with parents/carers of those children on the school's SEND register in order to support the provision of appropriate home learning opportunities;
- The school has established a specific email account in order to access support or discuss provision directly with the SENDCo. This can be accessed via senco@dawley.dudley.sch.uk.

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?

In the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is compulsory, as is the expectation that Dawley Brook Primary School makes that provision available and accessible to all. However, if children themselves are too ill to attend then they should not be expected to engage in home learning.

Your child will have immediate access to regular learning platforms like TT Rockstars, PhonicsPlay etc. which they already possess the logins details for. They will also have brought home a class reading book, spelling and clubs which can be practised to support their existing understanding.

By the start of the first morning after the notification of absence, the class teacher will provide remote education which reflects the work that was being completed in class at the time that they were sent home e.g. activities which they would have completed had they been in class. This will be provided by School PING with support being available from the class teacher via the class email addresses.