

**Dishforth Airfield Primary School:
Remote Learning Policy January 2021**

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?

All pupils in the school have been sent exercise books to work in along with stationery in the event of a bubble closure /school closure.

In the first instance, work will be emailed to the child's parents for the child to complete from the class email account. The work will be structured around the lessons the child would have been receiving in class, where possible, in the first day or two.

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?

- If the class bubble is going to be remote learning for over a week, a work pack will be produced for each member of the class and delivered either by hand or through the post. This will then be used in conjunction with the teacher communicating to the children via the class email system.
- 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 to accommodate for different resources been available in school. For example, science, art and PE may need adapting to reflect the differing resources in the home as opposed to school.
- Teachers will adapt lessons to support what is available to children at home. Parents / carers can email the class teacher throughout the school day for advice and support. Please be aware that the response may not be immediate due to teaching commitments.

When teaching children remotely, we will:

- set assignments so that children have meaningful and ambitious work each day in a variety of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by the teacher or through high quality curriculum resources and/or videos
- gauge how well children are progressing through the curriculum, using questions and other suitable tasks, setting a clear expectation on how regularly teachers will check work
- enable teachers to 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 children's understanding
- plan a programme that is equivalent to the core teaching children would receive in school, including daily contact with a member of teaching staff

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	3 hours in line with DfE guidance. This will be broken down into a timetable for the day set by the class teacher.
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Accessing remote education

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

Learning for the day will always be communicated to children via the class email account and sent directly to parents. Within the email there will be a timetable for the day and all the learning and resources needed. Teachers will provide examples and explanations through a variety of ways such as PowerPoints, live or pre-recorded videos and direct 1:1 communication.

G-suite (Google classroom) and / or Zoom may be used as a form of communication, lesson delivery and assignment setting in addition to the above – this will be made clear by the class teacher and instructions on how children are to access this will be sent.

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:

School will provide printed paper packs produced by teachers (e.g. workbooks, worksheets).

Teachers will keep in regular contact to support the pupil at home with learning.

Work can be emailed to the class teacher for marking and feedback.

How will my child be taught remotely?

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

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, Ruth Miskin Read, Write Inc, White Rose Hub maths, video/audio recordings made by teachers)
- 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 (e.g. Times Table Rock Stars, Spelling Shed, Lexia, Dynamo Maths)
- long-term project work and/or internet research activities (as per the schools full opening guidance. schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

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?

- Where possible, it is beneficial for young people to maintain a regular and familiar routine. School would recommend that each 'school day' maintains structure.
- Each day work will be sent via the class email system with a suggested timetable. Families should view this together, and then make appropriate plans to complete the work. We understand that the timetable may need adapting to suit families due to work commitments and number of children remote learning in the household.
- Should anything be unclear in the work that is set, parents can communicate with class teachers via the class email address;
- Work that children complete at home should be kept safe, ideally in their home learning book, and can be brought back to school when safe to do so. Some work can be photographed and emailed back to the class teacher. Teachers will be clear about where the work is to be completed and how they will assess it.
- We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.
- Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

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

Class teachers will keep a record of work sent back from the children to check that engagement with remote learning is happening. Communication between teacher and child should happen once a day as a minimum.

Teachers will email or telephone parents if they have no evidence of engagement or communication with parents within two days.

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 will be outlined when the work is set by the teacher. Feedback will be given by the teacher once a day as a minimum depending on the type of learning that has been set.

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:

Teachers will work with families and make reasonable adjustments to the remote learning set in order for children with special educational needs to access their learning.

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?

All of the above will be adapted if individual pupils need to self-isolate. The offer for these children will be as close to what is happening in school, with blended learning throughout each day, to support isolating pupils.