

# **Remote Education Provision at Davyhulme Primary School - 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 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?**

We will ensure that learning activities are uploaded and available to access on our learning platform, Seesaw. Teachers will communicate with parents to explain expectations for the first day or two via Seesaw.

## **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 Maths, teachers may need to plan to recap prior learning in order to build confidence. More time may be needed to cover a concept that is being introduced than would be necessary if children were in school. Staff also have to take into account that not all children will have all the necessary resources at home to complete a task e.g. in Art/D.T. and parents and pupils must be reassured that all they can do is their best in difficult circumstances.

## 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	<p>We aim to set assignments so that our pupils have meaningful and ambitious work each day in a number of different subjects. Therefore, we endeavour to set work that is of equivalent length to the core teaching our pupils would receive in school.</p> <p>As a minimum, 3 hours a day on average. This does not have to be completed in one sitting. This does not mean 3 hours of taught lessons with a teacher – this is the amount of time that set tasks should take.</p>
Key Stage 2	<p>As a minimum, 4 hours a day, on average.</p> <p>This does not mean 4 hours of taught lessons with a teacher – this is the amount of time that set tasks should take.</p>

## Accessing remote education

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

All pupils have access to our learning platform: Seesaw. All families and pupils have been provided with their own unique QR code to log in and access their remote learning. In addition, teachers will signpost pupils to Oak Academy  
<https://www.thenational.academy>

In order to access reading books, all pupils have access to an ebook library of over 500 books on <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

School purchased this during the last Lockdown and all pupils have access.

## **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 monitor our pupils' online access at home closely. All teachers keep weekly records of any pupils who have not engaged with their remote learning and this is followed up on a weekly basis by SLT. As Seesaw is used as regular tool to share work/communicate with parents when school is fully open, our staff are aware which families do not engage/do not have digital or online access. As soon as school has to switch to remote learning, teachers are asked to provide the names of any pupils who we should issue laptops or tablets to. Our Pastoral/Family Liaison lead also has good knowledge of families who would benefit from borrowing devices and makes regular phone calls home to check in with these families to see how we can best support them. The school Business Manager compiles a list of identified families and phone calls are made to ask why pupils have not engaged in their remote learning and how we can support them e.g. do you have internet access? Would you like to borrow a laptop/tablet? Families are made aware that they can request to borrow devices on our school website.

As access to remote learning is monitored so rigorously, phone calls home are made on a weekly basis to the parents of any pupil who does not appear to be engaging. Our aim is to provide as much help and support to our parents as possible – how can we help you so that your child can access their home learning? During these conversations, some parents may request paper copies of materials. This is noted down, shared with teaching staff and paper copies are sent home to these pupils. Some parents have stated that their child works much better when given printed work (e.g. some SENAS pupils struggle to read/access materials on screen). Parents of these pupils may still choose to take a photograph of this week and submit work for feedback on Seesaw.

If a pupil does not have online access, then completed paper copies of work can be returned to school which will be marked by the class teacher and returned to the pupil when parent collects the next batch of work (on a weekly basis). This is only for those pupils in exceptional circumstances who do not have online access.

## **How will my child be taught remotely?**

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

- As our teachers are engaged in face-to-face teaching of Key Worker/Vulnerable pupils in school and delivering remote learning, we do not provide live teaching (online lessons). Instead, we use a variety of methods including:
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers to introduce/explain a particular concept/task.)
- provision of clear, explicit instructions on a daily basis for pupils for each task on Seesaw.
- Uploading of power points on Seesaw to support learning.
- Weekly Zoom meetings in order to check in with pupils and focus on their well-being and to ensure regular contact/interaction with peers/welfare checks.
- printed paper packs produced by teachers for a minority of pupils who do not have online access (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. White Rose Maths, Twinkl, Hamilton Trust, Oxford Owl, Oak Academy, BBC Bitesize, Third Space Learning, Timetable Rock Stars, Purple Mash, Joe Wicks PE lessons
- internet research activities for some topics e.g. history topics.
- Signpost our families to curriculum-based programmes on BBC.

## 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?

- As a school, we recognise that each family has different circumstances and different pressures and there is not 'one size that fits all' approach. We recognise that delivering remote learning can be incredibly challenging and that most families are doing their very best in very difficult circumstances. We encourage our families to communicate with us and to let us know if they are struggling to get their child to engage in their remote learning. This may be for many different reasons e.g. a parent has to work from home, the age of the child, the individual needs of the child (e.g. SEN needs), the number of siblings in a household, health issues, anxiety etc.
- We encourage parents/carers to try to get their children into a regular routine with remote learning and suggest trying to begin learning at 9.00 am with regular breaks factored in (depending upon the age/needs of the child). A good model for many pupils seems to be to focus on the more formal learning in the morning (e.g. Maths and English) and then do foundation subjects such as Art, History, Geography, research projects after lunch. Structure and routine is the best approach.
- **We would ideally like pupils to engage in their remote learning on a daily basis for the minimum number or recommended hours. We ask that parents communicate with us if this is not possible.**

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

- Pupil engagement is monitored on a daily and weekly basis by all teachers and teaching assistants.
- Every Monday, the Deputy Head teacher asks teachers to provide a list of any pupils who have not engaged with their remote learning during the previous week (including those pupils who have engaged very minimally). This information is recorded and then follow up phone calls are made to the parents of these pupils every week to ascertain why pupils have not managed to engage and how school can help to support families further. Parents/teachers can also communicate directly via messaging section on Seesaw.
- The engagement of Pupil Premium pupils is also closely monitored.

### 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:

- All our pupils receive individual feedback on a daily basis via Seesaw. Teachers respond to pupils' work by providing written comments which include targets for improvement and also provide positive reinforcement to encourage and motivate pupils.
- Older pupils are often given the responsibility to 'mark' their own work as teachers may upload answers to a task once it has been completed. This work will always be reviewed and monitored by the teacher.
- In addition, teaching assistants are given the responsibility to monitor the work and progress of a small, focus group of pupils (approximately 5 pupils) on a weekly basis.
- Whole class feedback may also be provided by the teacher either in a written or recorded format – e.g. general pointers for improvement.

## **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:

- All pupils with EHC plans are invited back to school. If parents choose to not send their child into school, our school SENCo liaises closely with the family and TA who provides one-to-one support. Daily zoom calls take place to provide as much support as possible to that pupil.
- Wherever possible, we try to invite SEN pupils back into school to remove any barriers to their learning. This is not always possible due to restrictions in the number of pupils on site, but pupils who are identified as having the most need are prioritised. If SEN pupils have to access remote learning, teachers ensure that the work set is suitably differentiated in order to meet individual learning needs. In addition, Teaching Assistants may monitor SEN pupils more closely e.g. additional feedback given on Seesaw as well as additional Zoom meetings and check in phone calls home.

## **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 has to self-isolate, teachers will continue to provide remote learning via Seesaw. Where possible, this will include work that is being covered by the rest of the class in school so that the work continues to be ambitious, well-planned and carefully sequenced. Teachers will ensure that work is uploaded on a daily basis and daily feedback is provided.

It is important to recognise that this will prove to be more of a challenge as teachers will be teaching whole classes on a full-time basis. There may be some activities which the teacher deems inappropriate to set for remote learning without access to direct teaching e.g. a new Maths concept. In these cases, teachers will provide activities which consolidates prior learning which can be accessed more independently by the pupil.