

Remote education provision: information for parents



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from DCC

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Headteacher

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 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?

At Aycliffe Village Primary we primarily use Google Classroom (YR-Y6) and Tapestry (Reception) to set, complete and provide feedback for our remote learning. Tasks will be set each day on the Google classroom or Tapestry linked to your child's class for them to complete.

Following parental feedback, the full week's work will be available to view by the first full week of remote learning. Throughout the day teachers will mark and give feedback to that work.

The Google Classroom page will be set out with daily tasks to help parents / carers organise home learning.

We will provide paper copies upon request but these may not be ready within the first few days of remote learning.

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 may change an activity slightly so it can be completed more independently at home.
- Maths home learning curriculum includes White Rose Maths instead of Power Maths

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 a day on average, with less for younger children
Key Stage 2	4 hours a day
Source: page 46 <i>Restricting attendance during the national lockdown: schools Guidance for all schools in England</i> Published January 2021	

Accessing remote education

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

We primarily use Google Classroom to set activities and provide resources (YR-6) and Tapestry (Reception)

We may use other features of Gsuite for Education to support remote learning.

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:

Contact: Mrs Lyn Adamson

School telephone number: 01325 300 227

Email: aycliffevillage@durhamlearning.net

- A paper copy of home learning can be requested and collected from school.
- We will be receiving some devices to lend to families, who meet certain criteria, upon request. These will be provided by the DfE for school loan.
- Paper copies of home learning can be photographed via a phone to submit to Google classroom.

How will my child be taught remotely?

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

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers and some commercially produced materials (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

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 appreciate that during lockdown, where children are not in school, the motivation of children can vary from day to day. Ideally, we would like:

- Children to complete work set each day and 'turn in' their work or paper copy via photo and submit on their Google classroom or Tapestry.
- Parents/Carers should ensure their children are supported to complete this work i.e. the necessary equipment is available.
- We will use 'live' sessions via Google Meet to help maintain the links between home learners and their friends and teachers in school.

Google Meet – Live sessions (similar to Zoom)

Staff will set out the protocol for the session before it begins.

Please see further guidance at the end of this document.

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

- Work will be checked each day, throughout the normal school working hours. If work is 'turned in' after the normal school day has ended staff will review and check work as soon as is reasonably practical on their next working day.
- If children are not engaging with work a message will be sent via the texting service or parents / carers may receive a welfare call to offer support.

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:

- We will provide a short comment via Google classroom / Tapestry for a child to either check answers or provide positive comments.
- Children can expect some form of feedback each day on at least one piece of work completed within normal school hours.

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:

- Telephone consultation with parents/ carers to determine the best options for support.

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 child is isolating they will either receive a paper copy of their work for the week or have it set remotely on their Google Classroom or Tapestry.

Children can complete and submit their work remotely. The teacher will then mark and make comments on that work. Teachers will check submitted work and offer feedback at the end of the school day or the next working day if work is submitted after this time.

Guidelines for the use of live stream activities

Pupils agree to:

1. Follow all the instructions and rules given by your teacher
2. Be dressed in reasonable daytime clothes
3. Not be eating or drinking during the lesson
4. Only take part in live stream activities if an adult at home knows you are involved
5. Be respectful, as would be expected in school
6. Mute your microphone when not in use
7. Raise any concerns you have with an adult - either your teacher or a trusted adult at home
8. Be in a safe and appropriate setting
9. Not to be on any other devices while taking part in live stream activities

Parents agree to:

1. Not interrupt the session
2. Ensure their child is appropriately dressed
3. Support their child in understanding the behaviour expected during the activity
4. Ensure no photographs or video recordings of the session are being made
5. Ensure their child is in a safe and appropriate setting for the session – this should not be a bedroom if possible
6. Make other members of the household aware that a live stream activity is happening
7. Be mindful of the confidentiality of all the learners involved.
8. Raise safeguarding concerns with Mrs Adamson as Designated Safeguarding Lead
9. Check the background e.g. avoid family photos, material that might cause offence, etc. being in view – neutral backgrounds are best

School staff agree to:

1. Dress appropriately for the session
2. Be in a safe and appropriate setting, blurred where possible
3. Outline what equipment, if any, is needed by learners before the activity starts
4. Make sure that parents are informed of the times of all video activities ahead of time
5. Not be in a 1:1 video call with any learners
6. Raise safeguarding concerns with Mrs Adamson as Designated Safeguarding Lead
7. End the sessions so that no pupils are left to video chat without adult supervision
8. Maintain up to date knowledge of all our safeguarding and data protection policies.

Accepting the invitation to a Google Meet will act as confirmation that you have read this guidance and give permission for your child to take part. Please inform school if you do not wish your child to take part in live streaming.