



**Remote Education Policy  
Information for Parents**

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 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?**

- Children should expect work allocated to them on our remote learning platform, DB Primary. This will be in all subjects but may start with English and Maths in the first instance. This may be interactive tasks that consolidate any prior learning that has taken place which would promote independent learning, particularly for our older pupils.

#### **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, some of the subjects such as Art are more difficult for the children to access at home because the resources that they need are in school and this will be additional costs for parents at home. PE is also another example of a curriculum subject which has been altered to the curriculum offer in school.

## 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 and Early Years	3 Hours each day
Key Stage 2	4 Hours each day

## Accessing remote education

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

- Children can access their remote education by logging onto DB Primary with their unique usernames and passwords (all children, including Nursery have access to these). If any children/families prefer to work with paper copies of the work set, we can arrange for this. Parents can contact the school and we will have printed copies ready to collect.
- Children can also access live Zoom sessions following the link sent to all children on their DB Primary blogs.

### 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 can loan laptops or iPads to pupils. Parents can contact us at [stbenets@durhamlearning.net](mailto:stbenets@durhamlearning.net) to make a request. Parents will need to read, sign and agree to our Technology Device Loan Agreement.
- We can provide printed materials if children do not have online access or prefer to use paper materials. Parents can contact us at the above email address if they wish for this to happen.

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

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

- Weekly live teaching via Zoom (online PSHE and well-being lessons)
- Recorded teaching (e.g. Oak National Academy and Read, Write, Inc lessons, video/audio recordings made by teachers)
- Recorded stories read to children by class teachers – particularly in Nursery and Key Stage One.
- When requested, printed paper packs produced by teachers (e.g. workbooks, worksheets)
- 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 expect that all children will engage with all home learning activities provided by the class teacher for the recommended hours as mentioned above.
- We expect that children will engage with their class teacher via DB primary in line with the acceptable use policy for online learning.
- We expect that parents would work with the school and support their child's education at home by setting routines and ensuring that work set is being completed by their child. If any issues did arise concerning behaviour or the challenge of the work, then parents would contact the school to speak to their child's class teacher.

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

Teachers and teaching assistants shall access DB Primary Monday to Friday. It will be monitored for pupil engagement as well as progress across tasks. At times, when teachers are teaching other children within the class, it won't always be possible to act upon any queries made by children at home but teachers will ensure that all queries are responded to within 24 hours.

If teachers are concerned about a child's disengagement with their remote learning, staff shall make these families priority when making welfare calls. If concerns continue to rise about lack of pupil engagement, these concerns shall be mentioned to the head teacher. Concerns shall be shared with parents and carers at the earliest opportunity.

## **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:

- When pupils upload work to DB Primary or when it is sent via an attachment to the teacher email address, staff shall provide feedback within 24 hours. Priority shall always be given to English and Maths followed by other subjects.
- As in school, not every piece of work shall have an extensive comment yet teachers shall ensure that pupils receive feedback on their work. This may be in the form of a comment, shape marking (as used in school) or a target set for future pieces of work in the same subject.
- Feedback may also refer to any errors made and how children can correct their work.
- Positive feedback and praise shall always be provided to children in the form of positive comments, reward stickers (allocated on DB Primary) as well as teachers mentioning this directly to children when speaking to them via welfare calls.

## **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 those 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:

- Additional welfare calls for support for the families – discussion of routines in school which work well such as structured day, visual timetable, aids
- Provision of additional equipment and differentiated materials which may suit the child's needs more appropriately than activities on DB Primary.

### **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?**

- In this instance, those at home shall have tasks allocated on DB Primary that mirror those that the children are learning in school. This is to ensure that when the children return to school, they are working at the same curriculum pace as their peers.
- Teachers shall also keep in contact with them via DB Primary as well as monitor their engagement with their uploaded work. Welfare calls may also be made to the child/parent by the class teacher or teaching assistant to see how well the child is accessing their education at home.