

Upper Durham Dales Federation

Forest of Teesdale, Rookhope, St John's Chapel and Wearhead Primary Schools

Remote Education: Information for Parents

Updated January 2021

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.

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?

The federation will endeavour to ensure that remote education provision will be made available immediately and we will endeavour to:

- provide all children with writing materials that they can use for their daily writing and any other paper-based activities that they do at home. Should you require pens / pencils or any other equipment please let us know.
- provide all pupils with a basic resource pack to support remote learning. These packs will be sent home and parents/carers asked to store these for any future needs. The pack may include:
 - Basic stationery items
 - Blank exercises books / Home Learning Exercise Book
 - Paper
 - Art Materials
 - Login details for all online learning platforms – Doodle, Accelerated Reader for all 4 schools, TT Rockstars (Forest, SJC and Rookhope) and Sumdog & Lexia (Wearhead only)
 - Letter to parents with passwords and login details for Office 365 or Class Dojo (Wearhead only) *During the course of the Spring term 2021, Wearhead Primary School pupils will be introduced to office 365 and be familiarised with use of Teams as a remote learning platform.*
- ensure that all children understand how to access the school's online learning platform (age appropriate) and support any parents/carers who struggle with this.
- School will provide parents/carers/children with acceptable guidelines for this.

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?

Our school will endeavour to:

- 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, PE activities will be suggested to enable children to keep active.
- provide a curriculum sequence that allows access to high-quality online and offline resources and teaching videos that are linked to the school's curriculum expectations

- give access to high quality remote education resources
- work with families to deliver a broad and ambitious curriculum
- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- deliver 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 / signpost families to online, high quality lessons, videos and daily resources
- ensure all resources and lessons provided, link to current curriculum objectives within their classroom
- ensure work for each day is uploaded before the lesson if the lesson is online. *Wearhead are building capacity to move to more online learning.*
- provide paper-based resources for all subjects if the child has limited internet access at home. *Wearhead currently provide a hard copy of a full weekly timetable and resources.*

If one or more class bubbles need to close, or if the whole school closes or goes into local/national lockdown, the school will aim to fulfil all of the above criteria and in addition:

- adapt upcoming lesson provision based on the children's previous work
- review the remote learning provision for foundation subjects e.g. providing school created videos
- provide online, storytime sessions, through Teams
- provide weekly catch up sessions through Teams

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:

EYFS	Up to 3 hours per day
Key Stage 1	3 hours per day
Key Stage 2	4 hours per day

Accessing remote education

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

- Staff will ensure that all children understand how to access the school's online learning platform (age appropriate) and support any parents/carers who struggle with this.
- School will provide login details for our communication system Teams or Class Dojo (Wearhead only) and ensure all parents/carers are able to access it and login. School will provide parents/carers acceptable use guidelines for this. *During the course of the Spring*

term 2021, Wearhead Primary School pupils will be introduced to office 365 and be familiarised with use of Teams as a remote learning platform.

If my child does not have digital or online access at home, how will you support them to access remote education?

For **Forest, Rookhope and SJC**, it is expected that children will access most of our remote learning through our online provision. **Wearhead** will increase online provision during the Spring term 2021.

If parents/carers do not have access to an electronic device, we expect them to inform school and we will ensure they are provided with a laptop or iPad for the duration of their child's absence.

We take the following approaches to support those pupils to access remote education:

- We have a number of devices available to loan to families who do not have access to a suitable device. For further information, please contact the class teacher.
- If needed, pupils can access printed materials if they do not have online access. If this is the case, pupils will submit work to their teachers and receive feedback, in person, following the period of isolation.

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. White Rose Maths lessons, 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
- long-term project work and/or internet research activities

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?

Parents should endeavour to support children's remote learning by creating a positive environment for their child to learn, for example:

- Distinguish between weekdays and weekends, to separate school life and home life.
- At the end of the day, have a clear cut-off to signal school time is over.
- Create and stick to a routine.
- Provide the correct equipment in order for your child to complete the work given.
- Designate a working space if possible.
- Make time for exercise and breaks throughout the day to keep your child active.
- Reinforce the importance of children staying safe online.
- Be aware of what your child is being asked to do, including sites they will be asked to use and the school staff your child will interact with.
- Emphasise the importance of a safe online environment. Set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.

- Encourage your child to work to the best of their ability and praise their efforts.
- Encourage and support children to access remote education daily.
- Encourage and support children to keep up with the work set by school each day.
- Contact school if they are experiencing problems with accessing remote education
- Support children, where possible, to consider feedback on work submitted.

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

Where children are working from home, the school will endeavour to:

- check children's engagement with remote education daily
- contact parents where there is a concern regarding engagement with remote education

If one or more class bubbles need to close, or if the whole school closes or goes into local/national lockdown, the school will fulfil all of the above criteria and in addition:

- respond to parents' messages within school working hours 8:30am – 4:00pm (Parents/carers may contact staff by emailing their class teacher's work email, emailing the school email account or leaving a telephone message with the school office. Wearhead parents may also send messages via Class Dojo.)
- contact parents/carers following no work submission via email or telephone
- operate timely reward systems to celebrate home achievements. This may be verbal praise in remote assemblies, messages via Teams or Class Dojo or achievement certificates.

How will you assess my child's work and progress?

If an individual child or a small number of children need to isolate, the school will endeavour to:

- provide individual feedback daily of work submitted via the online learning platform
- provide individual feedback on paper-based work via online platforms
- assess children's understanding of remote education / key knowledge and skills covered on return to school.

If one or more class bubbles need to close, or if the whole school closes or goes into local/national lockdown, the school will fulfil all of the above criteria and in addition:

- provide individual feedback daily of work submitted via the online learning platform
- provide whole class 'live' feedback during online lessons

For those without internet access:

- pupils will receive feedback on their work via a pre-arranged telephone call or verbally when work packs are collected from school
- pupils will submit work to their teachers and receive feedback, in person, following the period of isolation

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:

- your child's class teacher will make contact, via telephone in the first instance, to discuss a bespoke approach for your child
- your child will receive a bespoke paper-based pack of learning materials
- your child/family will receive regular phone calls from their class teacher
- your child may be offered individual / group 'live' lessons once per week e.g Mable Speech and Language therapy

Remote education for individual 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. We have endeavoured to provide information regarding this above. If you require any further information, please do not hesitate to contact your child's class teacher or the Executive headteacher.

Further Support Available

If parents have any questions or concerns about remote learning, they should contact the following:

Issues in setting work – contact your child's teacher via email

Issues with behaviour – contact your child's teacher via email

Issues with IT – contact your child's class teacher

Concerns about data protection – talk to the Data Protection Officer, Miss Woods

l.woods301@durhamlearning.net

Concerns about safeguarding – talk to the Designated Safeguarding Lead, Mrs Hodgkinson

s.hodgkinson100@durhamlearning.net

While we will endeavour to implement the steps outlined above, there may be circumstances beyond the control of the school that could impact on provision. For example, levels of staff absence or temporary technical difficulties.