

Daresbury Primary School

Remote Education

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?

- Children have been set with a Seesaw or Tapestry log in as part of their normal school routine. Parents have been contacted to ensure they have the Family app for Seesaw as well as the Child's version. This allows for private communication between adults and school.
- School will set 4 lessons from the first day, although these may not have any pre recorded teacher input at this stage.
- There will be a short welcome video on Seesaw or Tapestry to welcome the children and explain expectations of daily lessons.
- All year groups will have lessons will be provided from the first day of closure.

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.

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	We will ensure that lessons set meet the Government requirements for 3 hours for KS1 and 4 hours for KS2. In practice we will set lessons which fit our normal school timetable so all year groups will have 4 full lessons and additional short burst sessions. We will also provide links to additional learning activities and well being activities for the children as optional extras.
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Accessing remote education

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

If your child is in Key Stage One or Two remote education will be provided using Seesaw.

If your child is in EYFS remote education will be provided using Tapestry.

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 will loan Ipads or laptops to those families identified through our whole school survey completed in the Autumn Term. Through this we know that every family in our school community has Broadband access to the internet.
- If parents are struggling with accessing work online we will either offer a school place or deliver/ offer for collection a weekly work pack to families to ensure all children can access our Learning offer

How will my child be taught remotely?

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

We will provide pre-recorded lessons on Seesaw or Tapestry. All English and Maths lessons will utilise this method. Foundation subjects may not have pre-recorded commentary but will be given with full instructions and expectations.

Teachers may utilise some lessons from the Oak National Academy if needed or direct pupils on other online resources eg BBC

Our Phonics Lessons will be pre recorded or make use of online videos or phonics apps

We will continue to use Times Table challenges, Bug Club and Letter join to further enhance opportunities children have to develop key skills

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 children to complete all lessons allocated to them on the day they are assigned to (unless parents have contacted us to inform us otherwise). We recognise that parents working hours may not allow pupils to necessarily engage in their normal school hours and will be mindful of this, negotiating with parents and agreeing when this will happen.
- We activate lessons from early in the morning on the day to ensure that parents can support their children with any resources they need to complete work.
- We ask that parents ensure their children complete all English (including Phonics) and all Maths activities as a priority and as a minimum expectation for work completed on any single day.

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

- Our team monitors engagement in every lesson they set. If children are not completing the work, to a satisfactory standard, either the class teacher or teaching assistant will contact the parents.
- Weekly records are maintained to ensure each class teacher knows exactly how much work each child has completed. These are shared with the Principal
- Class teachers will make the first contact with parents to see if any issues can be resolved. If this is still an issue in the following period then the Principal will contact parents.

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:

Our team will provide feedback on work submitted during the school day.

This will include:

- 1) Liking their work
- 2) Leaving a verbal or written comment and feedback
- 3) Leaving a question or comment that the children need to respond to
- 4) Adding a sticker to their uploaded work
- 5) Modelling something that needs redoing
- 6) Inviting pupils and parents (if necessary) to one of the live drop in Google Meets sessions daily in KS2 for help and advice

Individual class teachers will provide further details about marking and feedback to their parents and pupils.

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:

Children with an EHCP and SEND

Our EHCP children will be given a place in school

Children identified as Vulnerable will be offered a place in school and encouraged to take this up wherever possible

The SENDCo will work alongside the class teacher and TAs to ensure the work is appropriate and accessible for the children to complete. This may utilise the SEND lessons on the Oak National Academy or specific intervention activities

EYFS will have shorter inputs and some activities will be play based.

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 children are self isolating, they will be able to access work uploaded to Seesaw and Tapestry by their class teacher which matches the work being covered in school. They will be expected to submit their work via Tapestry or Seesaw where feedback will be given.