

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?

Your child might be set a day's worth of remote learning activities via our website or email. Now that DB Primary is up and running we will try to upload work on there from day 1 where possible.

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 are prioritising the core subjects and science. We are not setting remote learning for modern foreign languages. We will continue to promote and offer opportunities for physical activity.

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. Phonics, maths, literacy and one other subject will be set.
Key Stage 2	4 hours. Reading, maths, literacy, and two other subjects will be set.

Accessing remote education

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

Our digital platform is DB primary (Tapestry for EYFS) and children are familiar with using this. Tasks and instructions can be accessed on this site and children can upload their work to be marked by their teacher. This also has an email system for communication. Live meetings will be via a teams link posted on DB Primary.

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:

Our tech survey suggests that all our children have internet access and access to at least one device. Where this device is a phone we will lend a laptop to children who need one. 55% of our children share a device so lessons will be recorded and live lessons timetabled to avoid clashes. We have also found out that 50%+ of our children do not have printer access at home so we will provide paper copies or set tasks that do not require anything printed.

How will my child be taught remotely?

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

- One live lesson or meeting per day. This will be timetabled due to the sharing of devices between siblings.
- Recorded teaching – this will be a recorded lesson by the class teacher, or recorded lesson from white rose maths or another high-quality recorded lesson from another provider such as Oak National.
- 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.

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?

Our system means that children in year 3 or above in particular should be able to be relatively independent. They can watch their teacher live or watch a pre-recorded lesson. Their work is uploaded on to DB primary so that teachers can assess engagement but also provide real-time feedback. We therefore encourage all children and families to engage with online learning. We realise that this is very difficult when also working from home and/or supporting multiple children so we are here to support you as needed. Priority should be given to literacy and maths but it is important to complete work everyday as this provides structure to the children's day and helps them realise that they are still in school -they are just being educated remotely at the moment.

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

We can see in real time when children are opening tasks and videos and uploading work and will offer 1:1 meetings where we see that children are not engaging with the tasks set. This means we can provide support quickly and make sure no child falls behind.

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 encourage children to upload their work on to DB primary – this will usually be in the form of a photograph but other tasks may be set. The teacher will then provide written feedback that is sent back directly to your child.

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:

Teachers will of course be aware of any additional needs of the children in their class and work will be set at an appropriate level. Work will be differentiated by task, by outcome or both. When restricting pupils there will be cases where some pupils with SEND come into school to be supported here. SEN reviews will still be completed and teachers will provide the additional support necessary.

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 there is only one or two children isolating and school is open as normal the teacher will aim to provide live meetings or some live teaching to allow the child to stay in touch with their peers but they will have a whole class to teach and therefore tasks will be set on DB primary for the children to complete. As much as possible, this will match what the children are learning in the classroom.