Remote Education Provision

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.

At **Richardson Dees**, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Our provision aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure all pupils have access to high quality learning resources.
- Ensure all pupils have the opportunity to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.
- To channel the dedication and passion of all of our staff for providing our children with the best education possible under any circumstances

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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, whilst 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?

On the first day of closure, families will be contacted to ensure they have access to an internet-linked device which has *Seesaw*. Work will be shared from the <u>second day</u> of school closure so that staff have time to prepare the necessary resources. Workbooks will also be made available for all children working remotely from the second day.

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?

<u>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:</u>

- Art & Design which is heavily resource-based and will be limited to the activities that can be carried out at home with reduced resources e.g. sketching

- Science will be more theoretical and video-led due to the difficulties around delivering practical lessons

- PE will be led largely online through video tutorials and / or children will be tasked to do localised exercises and well-being activities

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

<u>We expect that remote education (including remote teaching and independent work) will take pupils the following number of hours each day:</u>

- **Nursery and Reception** pupils will be provided with a mix of online and paper-based work packs which will amount to approximately 3 hours worth of work.

- **Key Stage 1 Pupils** will be provided with work that will take approximately 3 hours.

- **Key Stage 2 pupils** will be provided with work that will take approximately 4 hours.

- **All work provided by school <u>will be archived every Monday at 12pm</u>.**

Accessing Remote Education

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

<u>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:</u>

- We provide all of our work online through *Seesaw*.

- All students need to have their individual code so they can access the online tasks.

- There is a second code for families so that the parents can connect with the teacher directly.

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

- We provide families without a device with a loaned device from school.

- We work closely with families as to how we can support with internet connectivity

- We do not provide printed materials but would rather ensure that families can navigate the online offer

- We are committed to developing sustained ways to support 'blended learning' – this is combining online work with the work done physically in class.

- We provide workbooks so that all children can choose between working digitally or on paper.

How will my child be taught remotely?

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

- recorded teaching – this will incorporate our own teachers as well as teachers from other schools e.g. White Rose, Oak Academy, BBC live lessons

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

- discrete teaching of subject supplemented by focussed topic work

- for children in Early Years we provide printed paper packs produced by teachers (e.g. workbooks, worksheets)

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?

- **Pupils** are expected to log on every day and complete the tasks set

- **Parents and carers** are responsible for ensuring that their children log on and are able to access the learning and are completing the tasks every day

- **Parents and carers** are also responsible for supporting their children in understanding of the tasks set including asking for help in school where needed

- **Parents and carers** are not expected to check through their child's work before it's submitted but the process would benefit from parents or carers looking at it after it has been responded to by the teacher

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

- We check all the work completed and give feedback daily

- School will contact families of all children who are not engaging

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:

- Written comments will be shared directly with students on Seesaw

- Where appropriate, written annotations will be done on work uploaded

- Verbal recorded feedback may sometimes be done where this might better support the pupils (particularly younger children)

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 of 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:

- SEND pupils (and their parents or carers) may need more interaction with the class teacher and this can be provided

- Where appropriate, work can and will be differentiated to support those pupils with barriers to learning

- Younger pupils, such as those in Nursery, Reception and Year 1, have a greater proportion of auditory and visual tasks and feedback

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?

The offer for children self-isolating will be very similar to that outlined in this document except:

- Teachers will not be as available as they are when whole classes are remotely learning

- Teachers may need to work in slightly longer blocks of time before they give feedback

- Feedback may not always be as regular or as detailed