

**Remote education  
provision for children at  
Didsbury CE Primary  
School**

## 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?

In the first day children will access the activities that are on the school website on the home learning section under the parents tab.

### 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.
- 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, it is not always possible to replicate such subjects as PE and Art due to the nature of the subject and the need for particular resources that will not be available at home.

### 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	Children will be provided with 3 hours plus a morning check in.
Key Stage 2	Children will be provided with a minimum of three hours plus a morning check in
Key Stage 3 and 4	N/A

## Accessing remote education

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

Since November 2020, we have used Google Classroom as the platform that we use to deliver home learning in Years 1-6. Children in the Early Years have home learning delivered through Tapestry.

All children will use Google Meet to access a daily live check in with their teacher and also to access any live lessons.

### 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:

- If parents do not have access to a laptop or a tablet then the school have a limited amount that they will be able to loan out to parents. Parents will need to sign the Didsbury CE device loan agreement before they take the laptop or the tablet.
- We know from feedback that all of our current families have online access at Didsbury CE. If, however, there is a need for printed materials, they can be provided by the class teacher. Parents should ring the school office (01614457144) and request a printed home learning pack. This pack will either be picked up by the parent or can be delivered to the household if family members are isolating. Completed printed work can be returned to school at the end of the school week and parents can collect a new pack for the following week. The printed work will be marked in due course.

## How will my child be taught remotely?

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

- We have started to utilise live teaching (online lessons) in Years 2-6. Presently, there is a limited number of live lessons but we are looking to increase the number going forward
- The main content that we deliver will be through audio and visual recorded teaching made by our teachers. We will utilise Oak National Academy for some of our maths sessions
- We may occasionally use commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- There may be a limited amount of long-term project work and/or internet research activity.
- We may use printed paper packs produced by teachers (e.g. workbooks, worksheets) if families struggle with online access.

## 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 appreciate that every family is different and has different commitments at home. We recognise that many of our parents have demanding jobs that they have to continue with alongside supporting their child/ren with home learning.

- We will provide the government required amount of home learning but we realise that each family has a different set of circumstances at home. Though we expect that children engage with home learning we do not set a minimum amount of home learning each day. The older the children are, the more we expect engagement.
- Examples of routines have been sent home to families but we realise that is sometimes challenging to establish a routine especially with young children.

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

- Pupils engagement with home learning is checked daily.
- If children have not uploaded work/engaged on a Google Meet for three days then an email will be sent home checking that parents can still access the materials. If there is no response to the email within 24 hours then a follow up call will be made to the 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:

- Teachers will mark turned in work appropriately. This may be through written feedback or a recorded message. There may be examples of verbal feedback given at Google Meet check in sessions.
- Children will receive some examples of feedback each day.

## **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:

- Differentiated and open-ended work will be set. Children with SEND who cannot access the differentiated work, will have more practical activities sent home. Families with children with SEND will also have regular calls from class teachers and the SENCO to ensure that the children can access the home learning.
- Younger pupils in the EYFS will have age appropriate work sent out on Tapestry.

## **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?**

When children are self-isolating and therefore need to work from home, they are to initially access appropriate work on the website in the home learning section under the parents tab. From day 3 of the self-isolation, teachers will upload some of the work that is being taught in class. There will be no teacher recorded videos but children will receive the basic teaching materials. Children will also be directed to Oak National academy.