Eldon Primary School

Remote Education Provision: Information for Parents

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?

Where national or local restrictions require entire cohorts (or bubbles) to remain at home pupils will have access to remote education provision via the school's online platform, Dojo, from the following school 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?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects.
- During periods of remote education, we will continue to teach all or most of the planned curriculum in the remote environment.
- In subjects where this is more challenging (such as Science, Technology, Physical Education) which would normally include a significant element of practical work, delivery may need to be adapted.
- Elements of physical education will be delivered remotely through the use of video demonstrations and pupils will be encouraged to take regular physical exercise.

Remote teaching and study time each day

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

We follow the government guidance for the amount of remote education provided for pupils:

'*The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum: • Key Stage 1: 3 hours a day on average across the cohort, with less for younger children • Key Stage 2: 4 hours a day • Key Stages 3 and 4: 5 hours a day*'

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

EYFS	No more than 3 hours a day
Key Stage 1	3 hours a day on average
Key Stage 2	4 hours a day

Accessing remote education

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

Please share the names of the online tools or digital platforms that you are using, either for delivery or for assessment.

Pupils will access the remote education provision via the school's chosen online platform, Dojo.

This platform is used consistently across the school with all classes, from Reception to Year 6.

The Dojo platform will allow remote learning to be delivered to pupils, facilitate communication and interaction between teachers, pupils and their parents or carers, allow pupils to submit their completed work and for teachers to undertake assessment of pupil progress and provide feedback.

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:

Where there are any barriers to pupils accessing the remote education provision we ask that parents/carers contact the school via telephone (01772 531324) or email bursar@eldon-pri.lancs.sch.uk) to discuss this so that we can identify the challenges and provide appropriate support.

Approaches to overcome barriers to digital access may include:

- Distribution of devices such as laptops or tablets, either by lending these from the school's resources or by the provision of devices allocated to the school from the DfE, accompanied by a user agreement or contract.
- Provision of printed resources such as textbooks or workbooks to structure learning, supplemented with other forms of communication to keep pupils on track or answers questions about work.
- Identifying suitable alternative methods for pupils to submit their work.

How will my child be taught remotely?

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

We use a range of approaches to teach pupils remotely.

These include:

- Daily timetabled learning that sets meaningful and ambitious work each day in a range of subjects.
- Recorded teaching – this may take the form of audio/video recordings made by teachers and/or recorded lessons from other high quality sources such as Oak National Academy.
- Teaching which ensures pupils receive clear explanations of new content and provides scaffolded practice.
- Opportunities for pupils to apply new knowledge.
- Time for pupils to complete tasks independently.
- Independent tasks set for pupils may take the form of written tasks, online activities, completion of worksheets, practical tasks.
- The use of commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Use of assessment to ensure teaching is responsive to pupils needs and addresses any critical gaps in pupil's knowledge.

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 pupils to engage daily with the remote learning provided in order to ensure their continued educational progress.
- We expect parents/carers to support children in accessing and completing the remote learning provided, to provide a suitable space for pupils to be able to work in and to set routines that will support their learning at home.
- We expect parents to engage in communication with the school about their child's remote learning.
- We appreciate that supporting remote education may be difficult for many families and that there can be a wide range of challenges and barriers involved.
- We ask that any parents or carers experiencing difficulties contact the school so that we can identify ways to support you and your child.

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

- The school has systems in place for checking whether pupils are engaging with remote education and will work with families to rapidly identify effective solutions where engagement is a concern.
- Class teachers will monitor pupils' engagement with remote education on a daily basis.
- Where there are concerns over engagement teachers will make contact with parents/carers to discuss this in order to identify any barriers and provide support to secure re engagement.
- Contact with parents/cares may be made using the Dojo messaging function or by telephone or email.
- Where concerns about engagement remain the class teacher will liaise with the Senior Leadership Team in school to establish support.

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:

- Pupils should upload completed work on the Dojo platform to allow staff to review their work and provide feedback.
- All work submitted by pupils is reviewed by staff.
- Feedback will be given regularly and may take a variety of forms.
- Feedback may be given on an individual basis or to groups of children or the class as a whole as appropriate.
- Feedback may be provided in written format - either directly onto the pupil's work or as part of an attached message, or by use of audio or video recordings or by work being given a stamp of approval or 'liked'.
- Pupils will be able to submit their completed work to receive feedback and ask for additional support if necessary.
- Staff will endeavour to provide timely feedback to all pupils during the usual timings of the school day.
- Feedback may be given by the class teacher or support staff.
- Feedback will aim to enhance pupils' motivation and ensure they know how to progress.
- Teachers will review pupils' submitted work to inform ongoing assessments of their progress and provide ongoing appropriate work.

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:

- The school will use best endeavors to secure special educational provision called for by the pupil's special educational needs.
- Some pupils with SEND may not be able to access remote education without adult support and the school will work closely with these families to deliver an ambitious curriculum appropriate for their level of need.
- For pupils with SEND the approach to remote education may need to be adapted.
- School will work collaboratively with families putting in place reasonable adjustments as necessary so that pupils with SEND can successfully access remote education alongside their peers and continue to make progress.
- Remote education will be delivered that is matched to the needs of pupils, including those with SEND.
- Pupils with SEND may need specific approaches tailored to their needs. Individualised learning programmes will be developed as necessary.
- Learning tasks will be set by staff who know the child and their individual needs well in order to ensure that the learning is appropriate and accessible for them.
- Regular contact will be maintained (through Seesaw message, email, telephone/video calls) with parents or carers of pupils with SEND by the class teacher and the SENCO.

Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group.

For younger children in reception and key stage 1 teachers will endeavor to provide learning which consists of short learning activities, that involve a high level of teacher interaction, practical activities and resources.

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?

Pupils who are self-isolating will be able to access remote learning from the first full school day after the school is informed of their self-isolation.

Remote education will be delivered through the school's chosen online platform, Dojo.

The learning delivered will match as closely as possible what is being taught in school.

Where pupils who are self-isolating are within the definition of a vulnerable pupil, the school will ensure that regular contact is maintained with the family.

The school will follow procedures to check that vulnerable pupils who may be self-isolating can access remote education support.