

Devonshire 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?

Work will be provided as soon as we are made aware that self-isolation is required.

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, where an activity is practical and requires resources that are only in school, the activity will be amended to ensure that expectations of children and parents are realistic.

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 a day
Key Stage 2	4 hours a day

Accessing remote education

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

- For EYFS, remote education is provided on our website. Reception families also have access to Google Classroom for their bi-weekly live assemblies.
- For Years 1 – 6, remote education is provided through Google Classroom. All children have a username and password to be able to access their remote education.

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:

- The school has devices that can be loaned to families who do not have a device and therefore children cannot access their remote learning.
- Parents/carers can request a device if their child cannot access their remote learning because of a lack of device.
- Through teacher phone calls to families, where it becomes apparent that remote learning is unable to be accessed, the loan of a device will be suggested.
- All families that have a device loaned to them, will be expected to sign and adhere to a laptop loan agreement.
- In the rare instances that children do not have online access, a pack of work will be printed off and made available for collection from the school office or posted to families.

How will my child be taught remotely?

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

The following approaches are used:

- live assemblies (Reception – twice a week, Years 1 – 6 three times a week)
- recorded teaching (e.g. Oak National Academy lessons, White Rose Maths, video/audio recordings made by teachers);
- relevant learning activities are posted on Google Classroom for children to complete;
- printed paper packs are produced by teachers where necessary (e.g. workbooks, worksheets);
- textbooks and reading books pupils have at home – Year 6 only;
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences are listed on our school website in the home learning section.

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?

- The expectation is that all children will engage with the remote learning set, in a timely fashion.
- The expectation is that parents/carers will support their child's remote learning. For example, setting routines to support their child's education and supporting the school with the expectation that their child engages with remote learning.

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

- Teachers will monitor children's engagement with remote education on a daily basis.
- If children are not engaging with their remote education, teachers will telephone the family to ascertain why this is the case and offer support where needed. If, following this, no contact is established or there continues to be a concern, the school will email parents/carers informing them that there is still a concern.

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:

- All work submitted by children, in a timely fashion, will be acknowledged, and feedback provided.

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:

- Work set for children with SEND, will be differentiated.
- For our EYFS children, there is a weekly bank of suggested activities made available via the website. In addition to this, there is a collection of stories read by our EYFS team.
- For Reception, there are pre-recorded phonics and maths sessions made available via the school website.

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?

For all children, the only difference will be that there will be no live/pre-recorded interaction with the teachers.