



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 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.

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?

As soon as parents inform the school of their child's absence through isolation, preparations are made to ensure learning is available for the pupil via their Google Classroom. On the first day of reported absence, parents will be encouraged to direct their children to TimesTableRockStars, NumBots and BugClub and any tasks that have been set via Google Classroom for homework/home learning that have not been previously completed. Children will also be encouraged to spend time reading their school loan reading books and complete tasks in their writing task book that is also at home for the children to use for the ongoing tasks set by the school. Children will also be encouraged to complete their active PE minutes and mindfulness tasks if they are fit and able to do so.

From the day after the parent has informed the school of the child's upcoming absence through isolation, classwork will be uploaded to the child's Google Classroom.

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?

Yes. Lessons will be uploaded that mirror the lessons occurring during the school day. Staff will provide feedback for work submitted by the child via Google Classroom and will respond to questions from the child as soon as possible. When large numbers of children are in school, this may be the next day.

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:

Primary school- aged pupils	(Number of hours – there are minimum expectations for remote provision. Consider breaking this information down by key stage or year group if applicable)	Work set will mirror largely mirror the school day. Children will be provided with a timetable for the day and work will be set at regular intervals throughout the day rather than a bulk of learning for the entire day posted online at 9am. Work will be set between the normal school hours. Children will follow their daily school routine for playtime and lunchtime a well. Daily physical activity/ active minutes tasks will also be set by the PE department to give those active minutes a focus. Work tasks are set for approximately 4 hours a day. We understand that every child will learn at a different pace and speed and with varying degrees of independence and support. Time will be allocated to staff to enable them to provide feedback to the children via written and verbal notes.
-----------------------------	---	--

Accessing Remote Education

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

Children have been set up and provided logins for Google Classroom, TimesTableRockStars, NumBots and Bug Club. Children have also been signposted to online weblinks including BBC Bitesize, Oak Academy

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:

- Purchasing and distributing devices to those eligible families
- Information has been provided to all parents on how to access Google Classroom across a wide range of devices they may have in their house

- Providing paper copies of work in extreme circumstances (considering the implications of leaving the home in a Tier 4/Lockdown situation)
- Providing access to children to attend school to complete their education within the 'Vulnerable' and 'Critical Worker' categories
- Loaning of school devices to those children who currently don't meet the Government's threshold for being vulnerable (depending on device availability)
- Making applications to the Government for support with devices, mobile phone data boosters and/or 4g wireless routers

If you are a family who is not able to access Danson's online learning, please contact the school office on 02083031858 to discuss your current situation or email office@danson.bexley.sch.uk.

How will my child be taught remotely?

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

- Shared information via google slides, pdf uploaded to the Google Classroom
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- TimesTablesRockStars/NumBots for number skills (EYFS/KS1- number bonds, KS2- times tables)
- BugClub- online reading scheme, books allocated by school staff
- Reading books - allocated by school, complemented by books that are in homes.
- Some live sessions led by school staff

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 recommend for parents and carers to provide a quiet working space for children with access to a computer and internet access. We recommend the setting of routines (including daily exercise) to support children's education as well as emotional and physical wellbeing. We expect parents to read daily with their children. We would advise parents to encourage their children in all Key Stages to become increasingly independent in completing the work and to use their Growth Mindset training on the 'Power of Yet' and 'What to do if they get stuck' tasks. The 'chat' function is available to ask the school based adults any questions they have. This will help them upon their return to school.

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

Teachers, Pupil Support Assistants, Year Group Leads and members of the School's Senior Leadership Team will monitor the use of Google classroom on a daily basis and parents/carers of non-engaging children will be contacted by telephone in the first instance to discuss non-engagement and to see if we can offer any support. Additional support may be sourced from the school's Educational Welfare Officer.

How will you assess my child's work and progress?

Our approach to feeding back on pupil learning is as follows:

The afternoons, after 11:30am- Yr2,5,6 and 12:30pm- Year R, 1,3,4) will be allocated for Teachers to predominantly mark, assess and plan. They will still be online to respond to any questions children may have about the work set. 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. Feedback will be provided by Class Teachers and Teaching Assistants on Google Classroom for any assignments which have been submitted using this platform. There will also be a selection of work/quizzes set which will be marked automatically and children will be able to see their 'scores' or 'marks'. We would encourage children to then look at or listen to the feedback they have been given and engage with any actions required.

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 need more support from their grown ups when accessing their remote education 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:

Parents and carers of children on the SEND register will receive fortnightly phone calls from our SENCO, Miss Herdecka, who will provide any necessary support. Learning set on the Google Classroom will be differentiated when needed and as per normal classroom practice. Children with Education Health Care Plans will have the option to attend school or have work packs set for them to be completed at home with parents/carers. These can be collected or if the family is self-isolating due to a positive covid test school will look to safely deliver them. Parents and carers of children with an EHCP who choose to keep their child at home, will receive a weekly telephone call from Miss Herdecka.

For younger children, we understand that they may need support in accessing the resources available to them via the Google Classroom. Staff will make as many recorded videos as possible so that the children have a visual and auditory model to follow to enable them to understand the teaching and then the task rather than the parent having to read a lot of the instructions to the tasks.

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 set learning tasks on a daily basis for the core subjects of the curriculum based on what is being taught in class and also have a range of foundation subject activities available on Google Classroom for children to complete. The main difference between children who are self-isolating and whole class remote learning is that their work will be marked, but without detailed feedback, and there will not be the opportunity for children to work directly with their teacher using Google Meet. Feedback and queries to work may not be able to be responded to immediately as the Teacher will be teaching the children in school.