Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or careers 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?

Our remote education package is found on our school website. Each class have their own tab where all of the week’s learning and resources can be found. Pre-recorded Loom lessons share each lesson as we would teach it in school. All children have Bug club logins and can access their appropriate level reading books at home. Children have access to PDF version of the class flip charts.

### 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.

## 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:

|  |  |
| --- | --- |
| Foundation Stage & Key Stage 1 | 3 hours minimum expectations provision.  |

## Accessing remote education

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

Via the school website https://www.dobcroft-inf.sheffield.sch.uk/

### 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:

Please contact the school office;

* If you do not have access to a laptop or tablet, and we will help you with regards to this,
* For printed work packs provided each week.

Submitting work:

* Work can be submitted via Purplemash on the to do activities section and home learning work will be collected in every 3 weeks.
* For the Foundation Stage, a photograph of one piece of work will be sent to the class teacher via their class email address.
* In the remote learning books provided by the school.

### How will my child be taught remotely?

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

* Pre-recorded teaching using Loom so class teachers and interactive whiteboard resources are seen.
* Live registers using Googlemeet with class teachers (or alternative school teacher when required).
* Printed paper packs produced by teachers.
* Bug club and online learning books accessibility.
* Bespoke SEN work and resources for identified pupils.

## 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?

* Access Live registers daily
* Read with small groups or 1:1 virtually
* Pupil’s and parents are expected to be suitably dressed for the live registers and the session be held in the public area of the home
* Access work on the website.

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

* Daily Live Registers on Googlemeet
* Collection of work every 3 weeks
* Feedback from parents’ via questionnaires
* Virtual parents’ meetings with class teacher

### How will you assess my child’s work and progress?

Ffeedback 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:

* Feedback and discussion as a group on Live registers
* Feedback on pre-recorded lessons as a whole class
* Feedback on the Purplemash to activities by class teacher work
* Marking and feedback from the remote learning books.

## 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:

* Bespoke SEND work packages, resources and virtual input where necessary
* School is working with external providers and virtual Sp& L sessions are taking place with pupils and parents
* In the Foundation Stage pre-recorded lessons with class teachers are on the website. Tasks with appropriate resources.
* In Ladybirds (Pre-school), short video clips with the team and play based activities and challenges are available on the 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?

The same lessons and work will be uploaded onto the school website.

A bespoke package will be created taking into account the child’s circumstances.