Remote education provision: information for parents

The Danesgate Community

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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?

Immediate provision will consist of work packs sent home, either by Key Workers or via our transport team. This work will be a continuation of coverage from in school and adhere to the normal curriculum .

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, our pupils may have limited access to technology or wifi. Where this is the case, we will liaise with carers/parents via Key Workers as to the best methods of working. Key Workers and group leads are the point of contact and will discuss progress regarding your child

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 per day

Key Stage 2	4 hours per day
Key Stage 3 and 4	5 hours per day

These are only recommended hours, due to the SEND and additional needs of our pupils, this may not be appropriate and will be adapted in consultation with carers/parents and Key Workers.

Accessing remote education

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

All pupils have access to Google Classroom. There will be lessons set in a blended manner; "Live" lessons, "Live recorded" lessons and "Classroom" lessons. Pupils need access to the internet to enable access to this platform

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:

- Danesgate Community has a number of DfE laptops that we can issue or lend laptops to pupils, parents or carers can find more information from Key Workers in weekly contact calls.
- Physical work packs will also be sent home regularly – these will also be collected to be marked by our transport or outreach team

How will my child be taught remotely?

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

- live teaching (online lessons) on Google suite

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers n Google suite)

- printed paper packs produced by teachers (e.g. workbooks, worksheets) and delivered to homes

- textbooks and reading books pupils have at home

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

- long-term project work and/or internet research activities, where appropriate

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?

As ever, expectations are specific to individuals and bespoke to the individual needs of your child. Due to the SEND and Additional needs of the young people at Danesgate, adaptation and flexibility are the key here.

- Adhering to the normal school day is ideal, with appropriate movement/sensory breaks and time away from screen built in
- Parents/Carers can support pupils, by ensuring pupils' mental health and wellbeing are at the forefront. Any anxieties present due to remote learning should be immediately discussed with SENCo (Sarah McKinley) and Key Workers.

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

- Key Workers will check pupils' engagement with remote education twice weekly
- Where engagement is a concern, Key Workers will discuss with Parents/Carers, and find solutions and adaptations where appropriate

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:

- On Google Classroom, staff will feed back on pupils' work, using voice notes, written notes, or verbal feedback
- Work packs will be returned to school, marked and shared back with pupils/carers/parents. Email will also be used (particularly for KS3/4 pupils) to provide feedback
- Pupils will receive feedback on their work weekly

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:

- All of the above information provided is relevant to pupils with SEND needs, of whom we have a large proportion

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 above methods outlined will be used for self-isolation incidents, as well as longer term lockdown education.

For any queries regarding remote education, please contact your child's Key Worker in the first instance.